

J U N I O R

OCT 30 1942

ARTS & ACTIVITIES



THE CHILDHOOD OF MIAWATHA

VOLUME 12 • NUMBER 5

NOVEMBER 1942

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Letters

Teachers, this department is your very own. Write us your suggestions, your problems, your criticisms, what you need, and what you would like to see in JUNIOR ARTS AND ACTIVITIES. We welcome your LETTERS.

Gentlemen:

I wish to subscribe for your magazine for teachers in the elementary schools. It was recommended to me by friends who tell me that it is so helpful in the present activity program. Please send it to me at once beginning with this October issue as I understand you have in it a unit on community helpers. My second-grade class is now working on this project.

Very truly yours,
R. R., New York City teacher

This is a representative letter of the many we receive in which teachers tell us that they have learned about JUNIOR ARTS AND ACTIVITIES through their friends in the profession. No higher praise and no greater responsibility can be ours than this confidence which teachers place in us when they recommend JUNIOR ARTS AND ACTIVITIES to their colleagues. Thank you, one and all; and, Miss R. R., we hope that you can see fit to tell other teachers about us just as you discovered us through kind subscribers.

The unit on Firemen and Policemen, referred to in the letter has evoked favorable comment. The December, 1941 issue contained material on the Post Office and the Postman, which might be useful to you. You may obtain a copy of this issue, at slight cost, by writing to us for it.

Dear Editor:

Although I have attended college two years and have taught one year, I had never seen your magazine until recently. The country superintendent had some books and magazines on a table and told us we could take any we wanted. I picked up your magazine (June, 1942 issue). It is just what I have been wanting. I haven't had much art experience, so I think this magazine will be a great help to me.

Sincerely,
N.E., Colorado teacher

A great many teachers, so they tell us, feel the lack of sufficient art training,

especially if they teach in rural schools where the art supervisor cannot be on hand as often as might be desirable. Recognizing the need for more detailed art information, JUNIOR ARTS AND ACTIVITIES has devoted itself to preparing art projects (in addition to its other material) which are within the children's scope of activity and which teachers may present easily to their classes. It is our constant hope, however, that teachers will develop the children's initiative by showing them how to adapt project ideas for their own particular use.

Mr. Rice's articles, which appear each month, should be a definite help to teachers who feel the lack of adequate art training.

Dear Sir:

I regret very much that I will not be subscribing for ACTIVITIES ON PARADE this year. I am not teaching in the elementary grades but in high school this year.

I have truly enjoyed JUNIOR ARTS AND ACTIVITIES and I am sure that the pleasant hours in the classroom and my success as an elementary teacher is due to the magazine.

Thanking you for hours of pleasant teaching, I am

Very truly yours,
P.G., Pennsylvania teacher

We are always sorry to lose a member of our family even though we are glad that she has advanced in her profession. Some other teacher will be carrying on in Miss G.'s place and we like to feel that JUNIOR ARTS AND ACTIVITIES will have a job helping that teacher make her work easier and more enjoyable.

Gentlemen:

I have thoroughly enjoyed your magazine for the past year because the material in it is so practical, well arranged, and full of suggestions for both teachers and pupils. I look forward to the time the mailman brings my copy of JUNIOR

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1, 1942.

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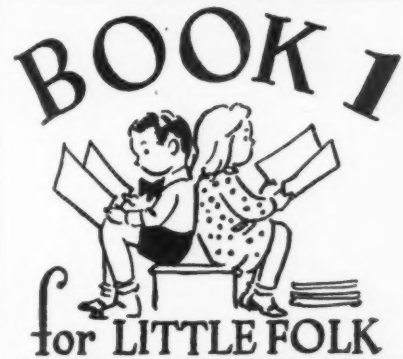
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It's Activities on
Parade

See page 45

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see page 45

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LETTERS (Cont.)

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Yours truly,
C.T.S., Texas principal

We are glad that you find the arrangement of material in JUNIOR ARTS AND ACTIVITIES convenient and useful. How do the units and projects fit into the curriculum which has been outlined for your school? If you have any suggestions about additions to the type of material now included in JUNIOR ARTS AND ACTIVITIES, we shall be glad to have them and to revise our schedule if enough subscribers desire a specific change.

Dear Sir:

I have just been introduced to JUNIOR ARTS AND ACTIVITIES. Has there been an issue containing a unit on North Carolina similar to the unit on "Ohio, the Buckeye State" in the September, 1941 issue? If so, I should like to have a copy of it. If not, could a unit on North Carolina, suitable for eighth-grade pupils be worked up in an early issue? Could you include ma-

terial on the North Carolina flag?

Very truly yours,
Mrs. P.A.W., North Carolina teacher

There has been no unit on North Carolina in JUNIOR ARTS AND ACTIVITIES. However, we shall keep this request in mind in planning future issues. Thank you for your request.

Dear Sirs:

Have you booklets on Europe similar to the *Our Good Neighbors*, study outlines by Ann Oberhauser? If so, please send me a copy.

Very truly yours,
N.C.M., New York City teacher

The war in Europe has made it impractical to compile any material on that continent similar to what was done with South America. Countries are being conquered and placed under Nazi domination so that, in many cases, they are being discarded as subjects for activity work in American schools.

When the war terminates—and we hope that will be soon—we shall consider publishing a series of units on Europe.

HATS OFF

Hats off! to Dolores Mayer of Baltimore, Maryland. She has a plan for helping to win the war — a plan she thinks will work. Not long ago she wrote to Governor O'Connor as follows: "I think I have an idea how to whip the Japs. Have stamps printed like the Christmas stamps that sell for a penny and put them on the back of letters. Call them Victory Stamps. Even kiddies can buy some of them. Let our state lead the campaign and let youngsters help!"


We suspect that Dolores Mayer has fine parents and a fine teacher because her initiative is developed and she thinks along definite lines of democratic helpfulness. The more youngsters like Dolores, the more hope we can have for the future.

Hats off! to the schools of Salt Lake City which admitted over 1,000 students into elementary and high schools without disorganizing facilities. In times like these we grow accustomed to quick changes in industry and we do not give sufficient credit to schools which are taking on the additional burden of increased enrollment. Parents may be


fairly certain that no matter where they move to take defense jobs, the schools will be there before them ready to take care of the needs of their children and start them on their way to becoming useful, contributing citizens in the future democracy we are trying to achieve.

Hats off! to the schools of the nation which collected over 162,000 tons of waste paper during the 1941-1942 school year. This was done without any order by a Washington agency. There was no government compulsion. No law passed by Congress was needed to make these children work for democracy and for the speeding up of our war program. The trite phrases about learning from children come to mind at this time, and they are certainly apropos. If we want the war to come to a speedy and victorious conclusion, we can do no better than to follow the example of the children (and their teachers!) and do those disagreeable tasks we know to be necessary. Children can be magnificently unselfish as is shown by this report, and we know that their teachers had a lot to do with inculcating the desire to serve their country in such a helpful way.


THANKFUL



I'm thankful, not just for this day,
But every day throughout the year,
To know I'm an American,
To live where skies above are clear.
I'm thankful that I have a flag
That waves with freedom from on high;
I pray that God will keep this flag
With glorious colors in the sky.



I'm thankful that I have a home
That offers priceless peace and rest;
To have my parents by my side,
To claim a country God has blessed.
I offer thanks for every joy
That God has given me this year;
For right to worship as I wish—
A freedom that I hold most dear.



On this great day, the Pilgrims gave,
My prayers and thankfulness I give
For most of all a Living God,
Who grants these things that we
might live!

—Eleanore M. Birchfield



JUNIOR ARTS & ACTIVITIES

THE NATIONAL MAGAZINE
FOR THE ELEMENTARY
TEACHER OF TODAY

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THIS MONTH

November 1942

Volume 12 Number 3

"THE CHILDHOOD OF HIAWATHA"

Illustration by Mary Alice Stoddard.....front cover

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SCHOOLS AT WAR Program

"War is costly, but freedom is priceless. To deserve freedom, we must fight to keep it. Freedom is a thousand times worth all the money, all the effort, all the sacrifices that we must put into the struggle to win it. I know that the United States can count on its 30,000,000 young Americans, to whom an unshackled future is particularly important, to enlist 100 per cent in our fight for freedom — by buying War Savings Stamps and Bonds whenever they can and by doing every other thing that a boy or girl can do to speed the day of Victory. By participating fully in the SCHOOLS AT WAR Program, they can tell the world: 'WE ARE READY' — ready for war, ready for victory, and ready for peace."

—HENRY MORGENTHAU, JR.
U. S. Secretary of the Treasury

"This is a program of ACTION. Its watchwords are SAVE! SERVE! CONSERVE! No blind, unreasoning obedience is asked of the schools — of officials, teachers, pupils. Rather your Government seeks willing co-operation based on understanding and motivated by devotion to God and country, to freedom and humanity. So get in the scrap, buy Stamps to stamp out tyranny, work with a will to win this war for the survival of everything free men hold dear. Contribute your share toward victory."

—JOHN W. STUDEBAKER
U. S. Commissioner of Education
Chairman of its Wartime Commission

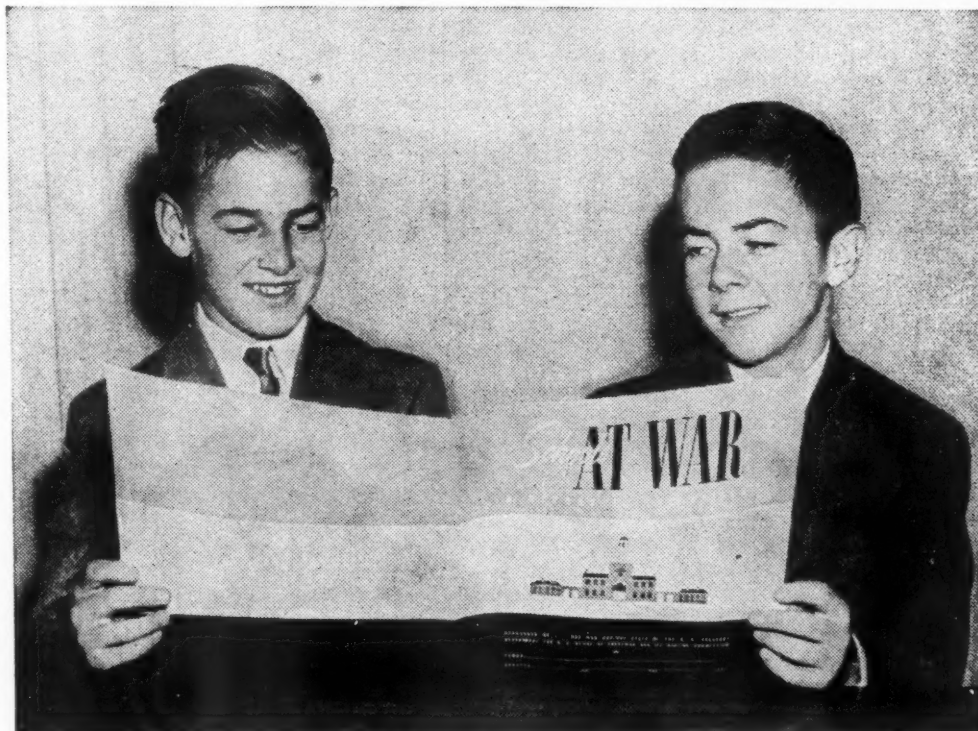
Every primary, elementary, and secondary school — public, private, and parochial — in the United States and its territories is urged to enlist in this SCHOOLS AT WAR Program to win the Treasury awards for itself and for its state.

A school may enlist by filling out and returning the self-addressed post card that came with the SCHOOLS AT WAR Scrapbook. If any school fails to receive a card and Scrapbook, the principal may obtain them by writing to the State Administrator, War Savings Staff.

A school can take part in the SCHOOLS AT WAR Program by intensifying and co-ordinating its war activities according to community needs and resources, by making a Scrapbook report to the nation on its war program, and by joining other schools in the community in a SCHOOLS AT WAR Exhibit, to show the public what the schools have done.

It has been suggested that every community might arouse greater enthusiasm and understanding of the whole SCHOOLS AT WAR Program by arranging parades and ceremonies. A particularly appropriate occasion would be American Education Week when Monday, November 9, has been set aside to stress education "Serving Wartime Needs."

To assist in this plan, the Education Section of the War Savings Staff and a committee from the National Education Association have prepared supplementary materials which would help in staging such ceremonies and parades and in publicizing them. These materials and releases will be sent out to all school superintendents.



Joseph (left) and Edward Reich, Parkersburg, W. Va., brothers, register their approval of the SCHOOLS AT WAR scrapbook in which they and 30,000,000 fellow American youngsters of school age will report their progress in the campaign to coordinate the war activities of the nation's school children.

Every elementary, secondary, private and parochial school in the country will receive one of these scrapbooks in which to record its SCHOOLS AT WAR activities. When completed, the books will be judged and the best will go on display at local, state and national SCHOOLS AT WAR exhibitions.



NOVEMBER

1942

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



GREAT BRITAIN



Great Britain is our largest and most powerful ally. Her "dominions beyond the seas" are the largest of any nation in the world. But the hub of all this activity is in the British Isles, whose area is so small in comparison with its importance in the scheme of international affairs.

Many of our own American men are now stationed in Northern Ireland which is a part of the area we shall study in this unit, and for that reason interest should be high among the students.

During this discussion of Great Britain it should be made clear that the study is not of the British Empire. We shall not concern ourselves with any of the dominions, crown colonies, or protectorates over which the government in London exercises influence. Instead our studies shall take us through those sections in the British Isles, represented on the Union Jack and on the coat of arms of Great Britain.

OBJECTIVES

- (1) To teach children the value of using all the materials and opportunities at hand.
- (2) To show how physical factors—climate, coast line, type of soil, minerals—determine the type of civilization which will develop.
- (3) To show the influence which the type of civilization produced in the British Isles has had on the United States and other nations.
- (4) To develop aptitudes which will enable children to think clearly and logically on subjects which will confront them when they discuss current events.
- (5) To teach children to work together in harmony.
- (6) To show how a free people can progress in all branches of human endeavor.
- (7) To inspire a love of the beautiful as found in the cathedrals, the literature, the folk music and dances of Great Britain.
- (8) To show how people without effective means of transportation and

A UNIT ON THE UNITED KINGDOM

by

ANN OBERHAUSER

communication can develop and maintain an entirely different culture while only a few miles away from another group.

- (9) To teach children geographical and historical facts in such a way that they will be remembered.

APPROACH

Before beginning this unit on Great Britain, a teacher should have a general idea of the manner in which she is going to make her presentation and, in the case of the present subject especially, she should have some notion of the scope which she is going to allow her unit to take. Great Britain embraces a wealth of material, strictly geographical and social in character. There is much concerning the evolution of the present government from an historical point of view. The arts—architecture and literature especially—flourished there and much must be discussed if this phase of the subject is to be covered adequately.

If children are following the news reports, their prime interest may be in the geography of Great Britain. Why is it in such danger from invasion and why is it a good place from which an invasion may begin? If this is the motivation, the duller aspects of geographical data will be meaningful and interesting to the children.

During Book Week, it is possible that you may draw a literary map of the

British Isles. This may be the beginning of a larger study of the islands and their importance.

DEVELOPMENT

- (1) Form communities and discuss the projects to be undertaken during this unit.
- (2) Read stories and poems about the British Isles.
- (3) Make a thorough study of the map of the British Isles.
- (4) Learn about the history of the British Isles, its people, what they do, how they work, what their contributions to world culture have been.
- (5) Plan the culminating activity which may be a play, an exhibit, a make-believe tour, etc.

CORRELATIONS

WRITTEN LANGUAGE: Write stories and poems about different parts of Great Britain which interest you. Write a story telling why you would like to visit England or Wales or Scotland or Ireland. Write a play which you will present as a culminating activity. Write letters inviting other classes and your parents to see your play. Write captions for posters, pictures, and other pictorial material displayed during the unit.

ORAL LANGUAGE: Read aloud some poem by famous English poets. Do the same for Scotch, Irish, etc. Give a talk on some phase of the subject. During the course of the unit, each committee should develop a particular phase of the work and members should give oral reports. In this way all will have a chance to speak and all will have a chance to learn. Discuss current events as they apply to England and the British Isles. Discuss the reasons why you think certain periods of English history were better for poets and men of letters than other periods. Can people create beautiful things when there is a war? Why do you think so? Why do you not think so? Dramatize the play which the class has written.

SPELLING: Names of the most important towns, people, activities, and

products of England, Scotland, Wales, and Ireland should be included in the spelling lessons during this period.

SOCIAL STUDIES: Discuss the reasons why England became a great colonizer. Even though England has a king, it is democratic. Discuss the beginnings of democracy in England. The people in different sections of the British Isles live differently. Discuss how this is so and why it is so. Discuss the problems that the miners in Wales have. Discuss the problem of providing food for all the people in the British Isles. What things are grown there? What things may be exported?

Why have England and Scotland become manufacturing centers? What is manufactured in Scotland?

How has the climate affected the people? Do they like to be outdoors? Do they like sports?

Of what importance is the British navy? Why did the British become good seamen? Where are many of the big boats built?

Since the British Isles are manufacturing centers, do they have the raw materials necessary for their factories? How do they get these raw materials? Where do they sell their finished products?

What kind of schools are there in England? What are the great universities? Are most of the people literate? Do English boys and girls study the same things you do?

(Note: Most boys and girls embarking on a unit of this type will already have had the experiences of a unit on medieval life. Since this is so, they have the necessary background to go into the history of the British Isles somewhat. A short outline of this subject is given elsewhere in this unit.)

SCIENCE: Many great scientists have claimed the Isles as their home. Among them are Newton, Harvey, Bacon, Lister, etc. Inventors such as Stephenson, Watt, Cartwright, etc., have made use of scientific discoveries to make living easier for all of us.

What was the principle used in making the first steam engine? How did the inventions change life in Great Britain and in the rest of the world.

HEALTH: Discuss the effects of climate upon health. The climate of the British Isles gives cool summers and mild winters. Is this condition good for men? Can they work well?

Discuss the progress in medicine which was made in Great Britain. Edinburgh was long a center for doctors. They came to study from all over the world.

MUSIC: England, Ireland, Scotland, and Wales have their individual folk

melodies and ballads. Have any of these come into American musical literature? What kinds of dances do the people of the British Isles have? Learn the Highland Fling, or Irish Jig, or a characteristic dance of England for your culminating activity.

England has produced many great composers of great music. Purcell, Elgar, Delius, Sullivan, etc. For what are the operas of Gilbert and Sullivan noted?

ARITHMETIC: Learn the names of coins of England. Here is a list of them for your convenience.

Pound sterling—about \$4.00 in American money—the standard monetary unit.

(There are 5, 10, and 2 pound notes.)

A sovereign is one pound.

A pound also equals 20 shillings.

A guinea is 21 shillings.

One-half sovereign is 10 shillings.

(These are all gold coins.)

5 shillings are one crown.

There is also a 5-shilling coin.

One-half crown is 2 shillings 6 pence.

A florin is 2 shillings.

One shilling is called a "bob."

6 pence is a coin and is written 6 d.

A groat is 4 pence.

2 pence is commonly called "tupence."

One penny is worth about 2 cents in American money.

(These coins are silver.)

There is a coin of 3 pence which is made of nickel and brass.

Bronze coins are one penny, $\frac{1}{2}$ penny—"hapenny," and a farthing— $\frac{1}{4}$ penny.

The people of the British Isles make use of the metric system to measure quantities and distances. Therefore, boys and girls may become acquainted with these forms now.

ART: Many great painters were products of the British Isles: Reynolds, Hogarth, Gainsborough, Lawrence, Turner, etc. Learn about them and write descriptions of them for your notebooks.

Make sketches of English, Scotch, Welsh, and Irish scenes for your notebook. Have a separate section for each.

Make a time line showing the development of the government. This may be a class project something like a mural.

Make clay models of the famous cathedrals and castles.

Use Scotch clan tartans as a design for notebook covers, decorations for your classroom, etc.

Make pictures showing the national costumes of Wales, Ireland, and Scotland.

Make a model of a medieval English village on a table. How does the mod-

ern manufacturing city of England differ from this?

Make pictures of some of the famous inns of England and add pictures of literary people who were associated with them.

CULMINATING ACTIVITIES

(1) A play or operetta written and acted by the class. This might include bits of poetry, songs, and dances of England, Ireland, Scotland, and Wales.

(2) Serve English tea as refreshments.

(3) Hold a round table discussion of the problems of an island people.

OUTCOMES

(1) An increased knowledge of our allies.

(2) An appreciation of the problems faced by modern governments.

(3) A good background for the more intensive study of history and economics which will be undertaken in high school.

(4) An ability to speak intelligently about current events.

(5) An increased ability to think rationally and to solve problems intelligently.

There are many integrated units which may be undertaken as an outgrowth of this unit. The class may become interested in architecture, forms of government, etc.

Great Britain consists of Great Britain (England, Scotland, and Wales) and Northern Ireland. The Irish Free State has a dominion status like Canada and Australia and so is not included. Thus all the British Isles are directly concerned with us in this unit. In addition to the two large islands, there are the Orkneys and the Shetlands north of Scotland, the Hebrides west of Scotland, the Isle of Man in the Irish Sea, the Isle of Wight in the English Channel near Portsmouth, the Scilly Islands off Lands End, and the Channel Islands very near France. The British Isles are separated from the continent of Europe by the English Channel and the North Sea. The English Channel is particularly important at this time.

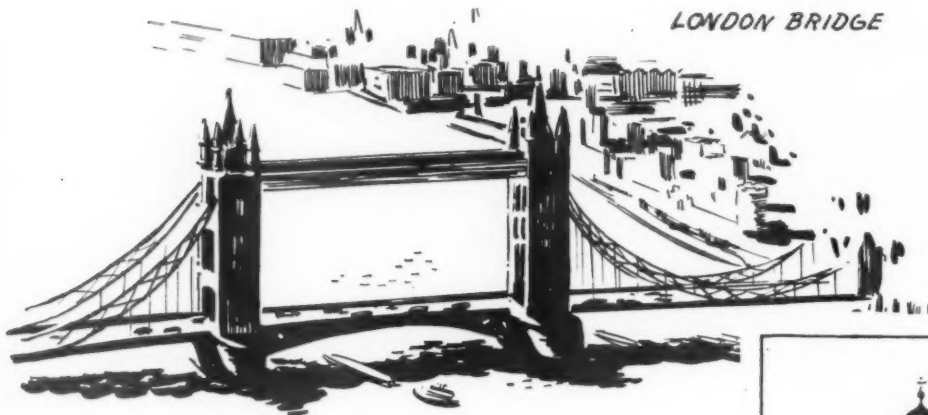
There are about 600 people living on each square mile of soil which means that the islands cannot live on the food that is produced there. However, many important foodstuffs do come from the islands. Beef and cheese are very important. In the southern part fruit is grown. Ireland produces potatoes. However, little corn is raised because the summers are too cool.

(Continued on page 44)

THE BRITISH ISLES



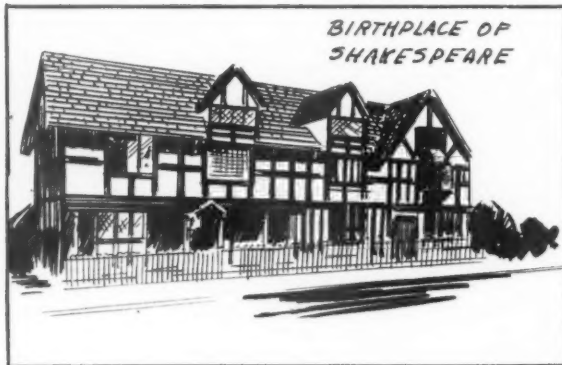
GREAT BRITAIN NOTEBOOK



LONDON BRIDGE

These scenes from England, Ireland, Scotland, and Wales are suggestions of the kinds you may use in a notebook which you will want to keep during this unit.

There are many more places of interest to be found in the British Isles. As you read about them, you will discover other pictures which will be suitable for your notebook, frieze, or mural.



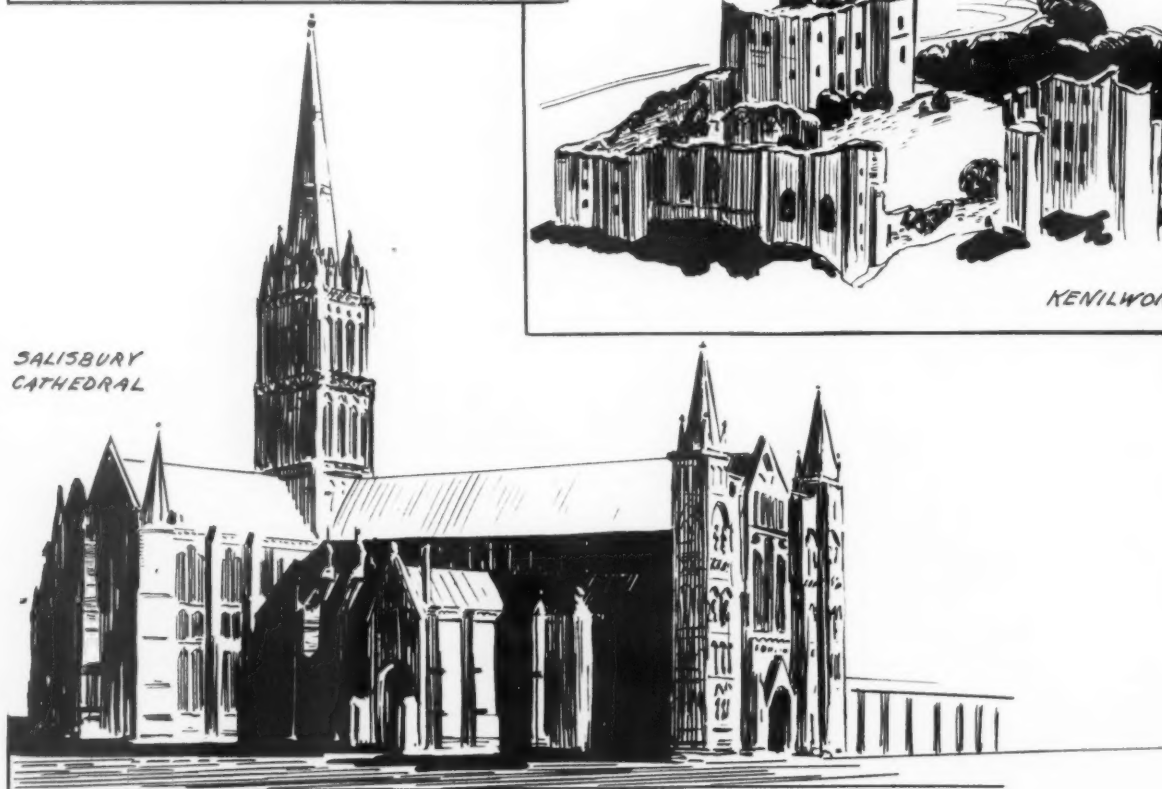
BIRTHPLACE OF SHAKESPEARE



TOWER OF LONDON



KENILWORTH CASTLE



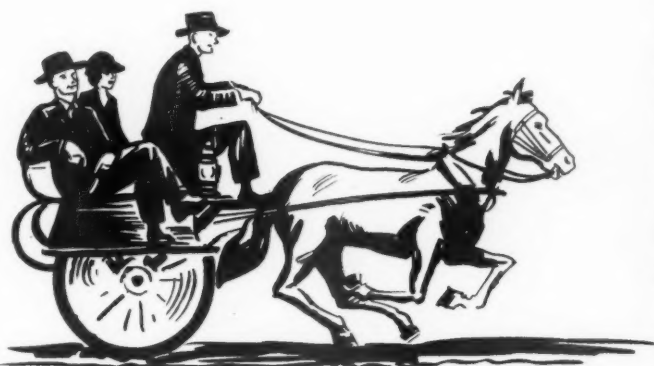
SALISBURY CATHEDRAL



OLD WELSH
COSTUME



HARLECH CASTLE



IRISH CART



LINEN WEAVER
BELFAST, IRELAND



BIRTHPLACE OF ROBERT BURNS



SCOTTISH BOY WITH
BAGPIPE

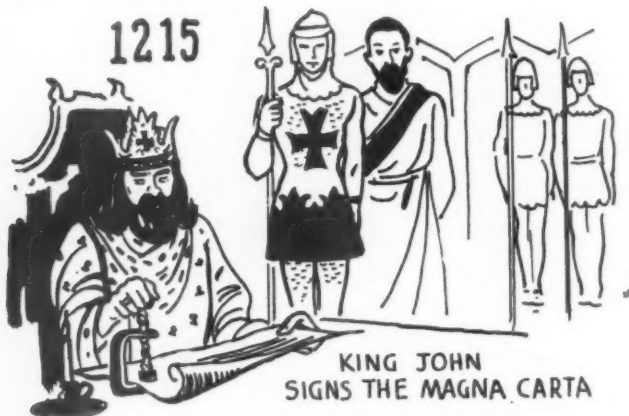


A SCOTCH COSTUME

TIME LINE

Make this Time Line on pieces of butcher paper pasted to form a long sheet. The title is "The Development of Democracy in Great Britain." Use tempera colors or crayons to sketch scenes as shown on this page. The completed Time Line should look like that at the bottom of the page. Place the Time Line at the front of the classroom and refer to it during the study of Great Britain or the United Kingdom. Phases in the history of Britain may be made into a Time Line also.

If you choose a history of Britain, show as your first picture the Romans in Britain (or the pre-historic people) then go on from there to the Norman conquest, etc. A literary history of Britain also makes a fine Time Line.



DEVELOPEMENT OF DEMOCRACY IN GREAT BRITAIN





THE ROYAL CREST OF SCOTLAND

ART PROJECT

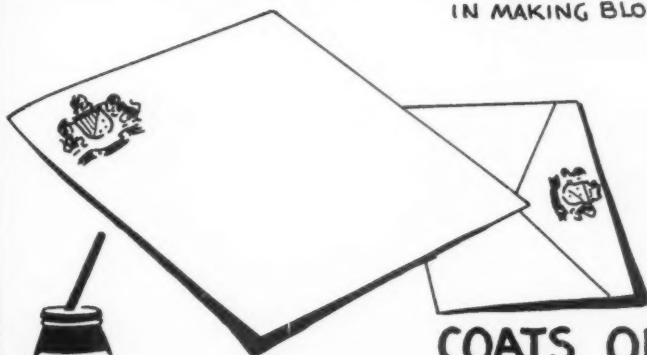
ON THE LEFT IS A REAL COAT OF ARMS AND ON THE RIGHT IS ONE WE MADE UP TO SHOW YOU HOW YOU CAN MAKE ONE OF YOUR OWN USING ANY IDEAS THAT SUIT YOUR INTERESTS OR HOBBIES

BELOW WE SHOW HOW A COAT OF ARMS MAY BE USED. DRAW YOUR OWN, PAINT IT WITH WATER COLOR AND CUT OUT. WE HAVE SHOWN HOW TO USE THEM FOR STATIONERY AND ON A NOTEBOOK. CAN YOU THINK OF OTHER USES?

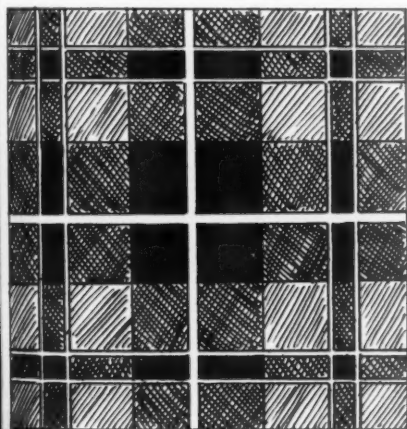
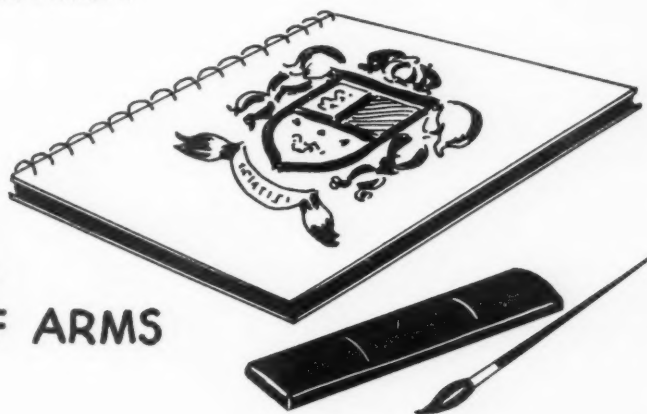
YOU MAY ALSO USE THEM IN MAKING BLOCK PRINTS.



THE ROYAL CREST OF FOOTBALL



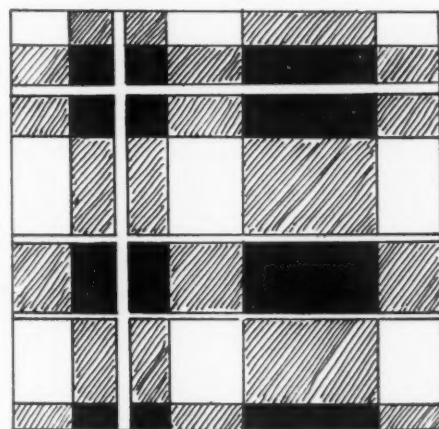
COATS OF ARMS



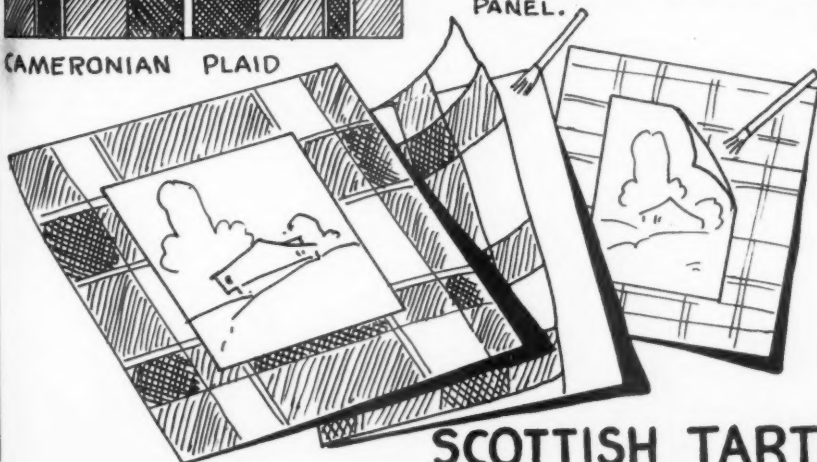
CAMERONIAN PLAID

HERE ARE SOME IDEAS FOR USING TARTANS. ON THE LEFT IS A REAL ONE AND THE ONE ON THE RIGHT WE MADE.

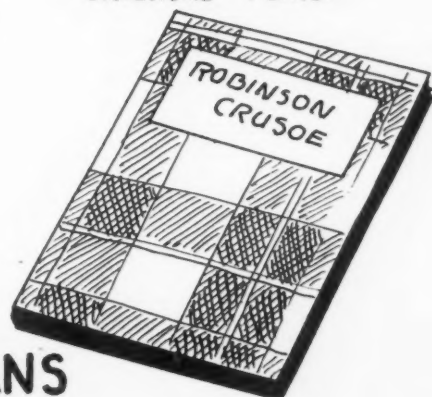
YOU CAN MAKE ONE FOR YOURSELF AND COLOR IT WITH CRAYONS. ONE WAY TO USE YOUR DESIGN IS TO MOUNT IT ON CARDBOARD AND THEN MOUNT A PICTURE ON THAT. ANOTHER WAY IS TO MAKE A BOOK JACKET WITH A PANEL PASTED ON THE FRONT FOR THE TITLE. LETTER THE TITLE ON THE PANEL.



ORIGINAL PLAID.



SCOTTISH TARTANS



Special Occasions

What month is better than November for teaching children to be thankful and grateful for their blessings? A party always appeals to children so a combination of teaching and fun is in order.

What does a party mean to children? Just one word: *eat*. I'm sure you have had the same experience I have had—when you are playing games with them, the children ask, "When does the party begin?"

If possible, move all the tables together to form one long table. This is more impressive-looking and different from the usual informal table parties. The table arrangement may be made the night before the party so the children will see the room in readiness the following day. You will hear many "Oh's" and "Ah's." (For the party I arranged for my kindergarten class, I had the children bring their own lunches.) As each child brings his package of lunch, let him place it on the table where he wishes to sit. Be sure names are written on the bags, boxes, or baskets.

Soon the table is filled with lunches. Excitement runs high. Plants, placed on the table, will add interesting decoration. Of course, the children will want to make things to decorate their table and to make the room more festive during this season. Here are a few of the things which they may make:

(1) Doilies for the plants may be constructed from squares of plain manila paper. The children will design Thanksgiving motifs—turkeys, pumpkins, shocks of corn, colonial figures, etc.—using crayons as a medium. A little instruction may be given for this project. The children should be told that an attractive border is important since that is what will be seen. They should also make a design for the center of the doilie. A doilie may also be used by each child at his place at the table. On them he may place his paper plate with his lunch.

(2) Paper plates, decorated with appropriate designs, are easy to make, fun, and useful for the party. The decorations may be made either with crayons, pieces of varicolored construction paper cut and pasted on the plates to form a design, or pictures cut from magazines. The finished plate should be shellacked and allowed to dry before using.

(3) Place cards, folded pieces of lightweight cardboard, decorated with Thanksgiving themes bear the name of the child and can be placed at the section of the table which he wishes to use.

OUR THANKSGIVING PARTY

by

YVONNE ALTMANN

Kindergarten Director
Oshkosh, Wisconsin

Then no mistake about places will be in evidence. If you feel that you can spare the time for a more elaborate activity, the place cards may be a little more intricate.

All of these art activities will enhance the beauty of the Thanksgiving party table and they will present a lesson in table arrangement which no child is too young to learn.

Before sitting down to eat, group the children around you. Let each one tell the class what he is grateful for. There will be all sorts of things ranging from a new dolly to having such a nice mother and father. No matter what the motive, each child's reason for thankfulness is important. Of course, in the days preceding the party you have told the story of the Pilgrims and of the first Thanksgiving.

Now the children find their places at the table.

Learning to share is the next step.

RAIN, HAIL, AND SNOW

Splitter, splatter, comes the rain,
Beating on the window pane;
Popping hard upon the street,
Like a million dancing feet.

When the crystal hailstones fall,
Each a bouncing icy ball,
You'd better run beneath some shelter,
For they come down, helter-skelter.

But the snow is more polite.
Falling quietly, day or night,
Each flake tiptoes into place,
Giving earth a nice clean face.

—Elizabeth Stuart

All the lunches are taken out of their containers and placed on the plates. These lunches will consist of sandwiches, cookies, fruit, candy, and some drinks of milk or other beverage. You will find some children bring only quantities of cookies or too much of everything, while others haven't any lunch because they have forgotten or been absent on the day the party was announced. This is a good condition because otherwise there would be no need for sharing. A box may be passed around and the children told to put the food they wish to give to someone else in it. They should be told that, if they have a great deal of one kind of food, they should place some of that in the box.

After everyone has something of each, all children stand, bow their heads, and grace is said. If you wish, a prayer song can be taught them several days before or different children may say grace.

Now comes the part of table manners. The important few for a child to remember are: (1) eat with the mouth closed; (2) do not take too large bites so that the mouth is so full that eating becomes a noisy and unpleasant process; (3) talk to one's neighbor and not to someone at the other end of the table; (4) sit quietly at the table; (5) do not talk with food in the mouth; (6) do not leave the table until everyone is through eating. If a child has eaten everything on his plate, he may raise his hand and choose one more thing from the "class" food box. If a child cannot eat all the food on his plate, he may raise his hand and tell what he would like to give away provided he hasn't already sampled the food in question.

After the food has been eaten, games may be played and songs sung. A happy time will be had by all. For some this will be the first big party they have ever attended. It will be fun in the children's eyes, but teachers will know that a learning process was going on. A few children may still think of Thanksgiving as a day to eat turkey, but I feel sure that most of them will realize its true meaning.

STORIES AND POEMS FOR THE THANKSGIVING SEASON

"Thanksgiving Day of 1779" *Childcraft*
"A Long-Ago Thanksgiving" *Childcraft*
"We Thank Thee," Mattie M. Renwick.

Poems for the Very Young Child

"Happy Thank-You Day," *ibid.*

"The Squirrel's Thanksgiving," *ibid.*

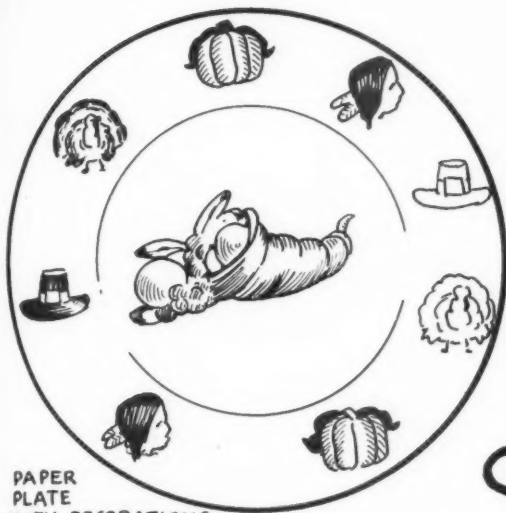
"The Turkey's Opinion," *ibid.*

THANKSGIVING PARTY

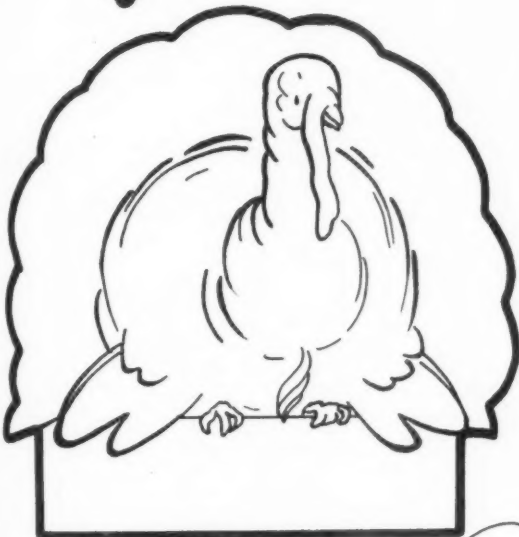
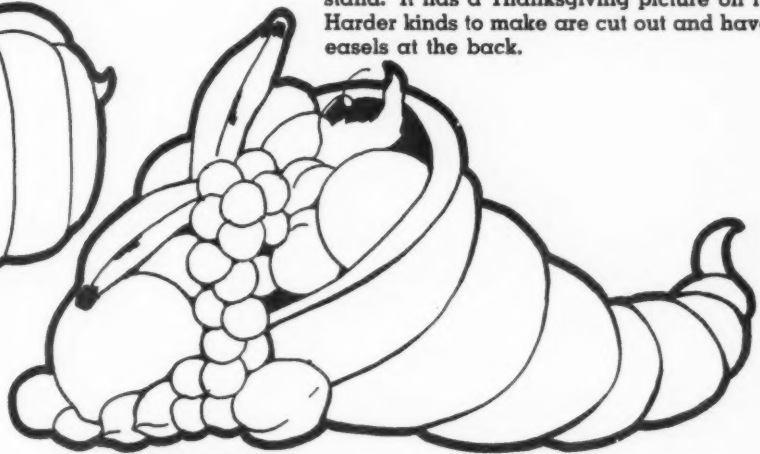
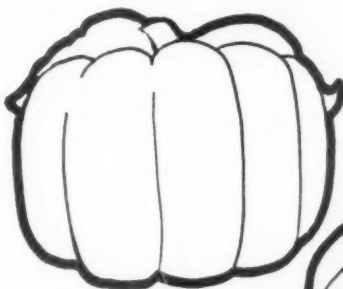
Every Thanksgiving party needs plates, doilies, and place cards. The paper plates may be made very pretty by putting pictures such as we have shown on the centers and around the edges. Use crayons or temperas for this. You may also cut out colored pictures from magazines. Shellac the plates after you have finished. Let them dry well before using them.

The same kinds of pictures may be used for the doilies but be sure to put a border around the edge of them. Doilies 9 or 10 inches square are a good size.

At the bottom of the page we have shown you how to make place cards for the party. The easy kind are just a piece of heavy paper folded in the middle so that it will stand. It has a Thanksgiving picture on it. Harder kinds to make are cut out and have easels at the back.



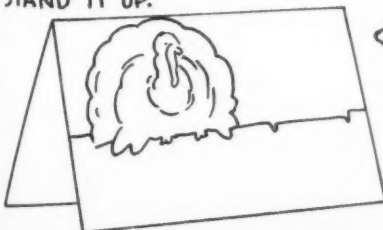
PAPER PLATE WITH DECORATIONS PASTED ON IT



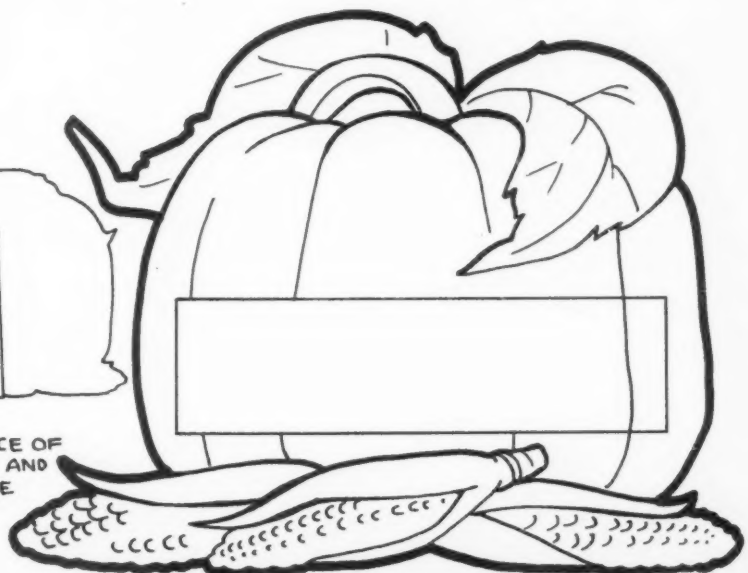
PLACE CARD



PASTE THE CUTOUT ON A SQUARE OF PAPER, FOLD IN HALF AND STAND IT UP.



FOLD A PIECE OF CARD BOARD AND PASTE ON THE BACK LIKE THIS.



PLACE CARD

... THE LIBRARY

INTRODUCTION AND APPROACH

Even the youngest children are usually familiar with books. Every kindergarten has its collection of picture books for children to use. Classroom libraries are the rule in almost every school, but in addition there are school and public libraries with which children should become acquainted in order that they may, at a very early age have the necessary background to use these services for their increased learning and pleasure. A study about the library will do two additional things. It will be a means of broadening the children's experiences from home and school to the community and it will stimulate an interest in books.

Book Week provides the immediate stimulus for a unit of this type since posters and book jackets and displays of books are posted at that time. The children's natural question will be, "Where do these books come from?" A discussion on this question will lead to inquiries about where the children can get books to read and it is here that the unit will begin.

As is true especially with units in the primary grades, teacher direction and presentation is particularly important. The following outline is suggested because its question and answer form is peculiarly adaptable for younger children's comprehension.

DEVELOPMENT

I. What is a library?

A. It is a place where books are kept.

1. Sometimes it is very big. (Note: A picture of a city library could be used to advantage here.)

2. Sometimes it is very small. Our classroom library is like that.

B. It is a place where magazines are kept.

C. It is a place where people may go to read. (Note: Show a picture of the reading room of a large library.)

D. It is a place where people go to get information about many things.

II. Who works in a library?

A. The librarian

1. She tells us where to find books.

2. She keeps all the books in order so that we may be able to find them.

3. She keeps the library quiet so that people may be able to read and study without interruption.

B. The librarian's helpers



A UNIT FOR PRIMARY GRADES

1. People who mend books
 2. People who keep the library clean
 3. People who tell stories to the children
 4. People who make displays of special things that will interest children and other people who use the library
- III. How do we find books and magazines we want to read?

A. Books

1. We look in the card catalogue. This has books listed by name, the person who wrote it, and the material contained in the book.

a. If we want to find where *A Child's Garden of Verses* by Robert Louis Stevenson is, we may look under Stevenson, Robert Louis (for all names are listed with the last name first) or under the name of the book. On the card in the catalogue there will be a number. This number tells us where in the stacks of books the one we want is.

b. If we want to find *The Storybook of Things We Wear* by Maud and Miska Petersham, we may look under the name of the book, the name of the authors, or the subject (wool, cotton, silk, or rayon). This helps us if we want to know things about which not a whole book is written.

(Note: This will be a good subject for discussion with boys and girls in the third grade whose units will be demanding more and more research.)

c. If we want to find a story-book, we may look in the stacks of books that are labeled "Fiction." We may look until we find what we want.

2. If we want to look through lots of books on one subject, libraries have sections of the stacks marked so that we can find the subject we want. Some of these subjects are: stories of famous people, other lands, poetry, etc. In the part of the library used by older people these subjects are marked: fiction, biography, travel, etc.

B. Magazines

1. Big libraries have a catalogue

of magazine and pamphlet material just like the catalogue for books.

2. Some libraries have the magazines bound in books by years.

3. New magazines are not bound into books. They are stacked on shelves or placed on racks or tables.

IV. What other things are there in a library?

A. Exhibits of interesting things

1. Stamps—in some libraries
2. Historical things
3. Collections of hobbies of people

4. Other exhibits depending upon the time of the year, etc.

B. A corner of some libraries is reserved for the storytelling lady who tells stories to boys and girls.

C. Some big libraries have places where people may come to hear others talk about important and interesting things. These are called lecture halls.

V. What kinds of libraries are there?

A. Branch libraries—small libraries which are located in different parts of a big city.

B. Traveling libraries—trucks which go about in the country distributing books.

C. Mail-order libraries—some libraries mail books to people who need them. These must be returned in good condition and promptly.

D. Reference libraries in colleges where people go to study.

1. Public libraries usually have a reference library, too. No books from the reference library may be taken out of the library. They must be used there.

VI. How does a library help us?

A. It gives us a place where we can go to read.

B. It helps us learn more things.

C. It helps us enjoy ourselves by having story books that are fun to read.

VII. Were there times when there were no libraries?
(Note: This question may or may not be discussed. If it is, it should be remembered that for a long time books were so expensive that they couldn't be given for everyone to read. Now it is possible for all to enjoy good books.)

EXCURSIONS

Depending upon the aptitude of the class, an excursion may be made before or after a discussion of the outline given above. Wherever possible, however, two excursions should be made—one at the beginning of the unit and one at a later date. If the library system in a specific town differs in any detail from the descriptions of libraries in this unit, adjustments should be made to fit the situation. At this time it is the specific

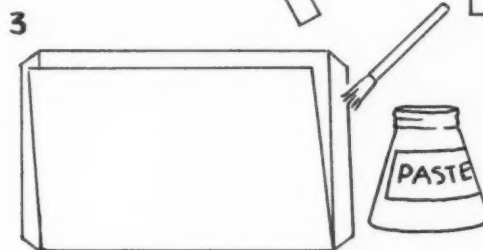
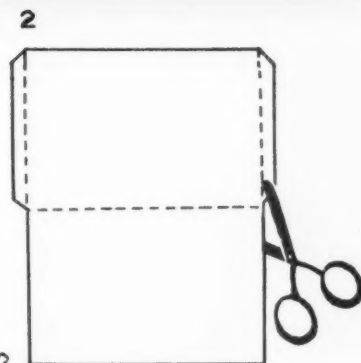
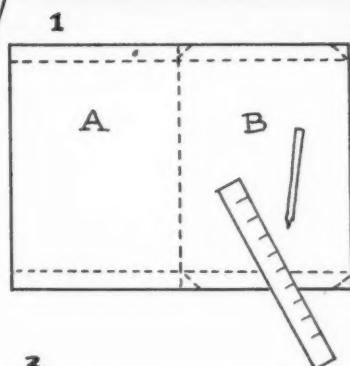
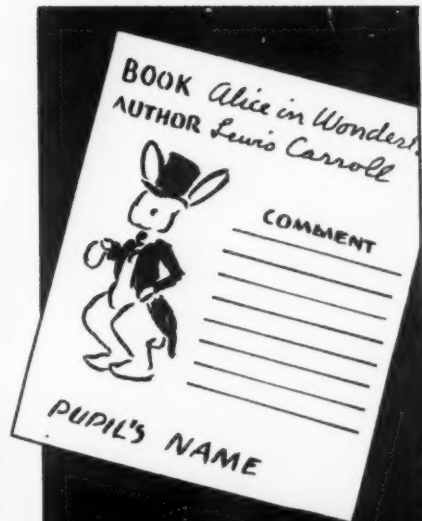
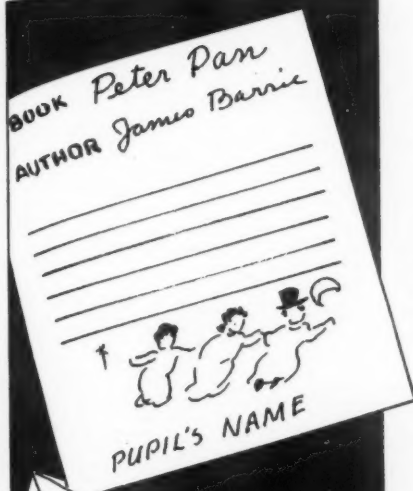
(Continued on page 48)

BOOK RECORD

Keeping a record of the books you have read is a fine thing to do. Begin this project during Book Week and do it all the rest of the year.

Put envelopes for each boy and girl in the class in a shoe box or other box. Note the little card for the name of the pupil. Once or twice a month the teacher will have a Book Talk period and ask someone to pick out an envelope (any envelope). The person whose name is on it will tell about one of the books he has read.

Inside the envelope will be cards such as we have shown on this page. Boys and girls may decorate them as they wish but they should put a picture of something they liked in the story on each card. Add a few words about the story, the name of the book, and the author.



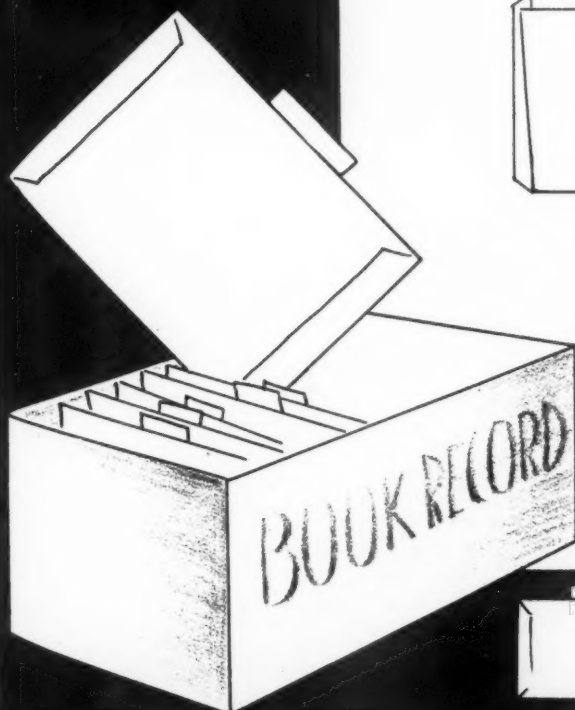
USE AN OBLONG SHEET OF PAPER FOR THE ENVELOPE. DRAW A LINE THROUGH THE MIDDLE AS SHOWN IN FIGURE 1. RULE LINES DOWN BACK LONG SIDE ABOUT $\frac{3}{4}$ " FROM THE EDGE OF THE PAPER. DRAW NOTCHES FOR THE FOUR CORNERS OF THE

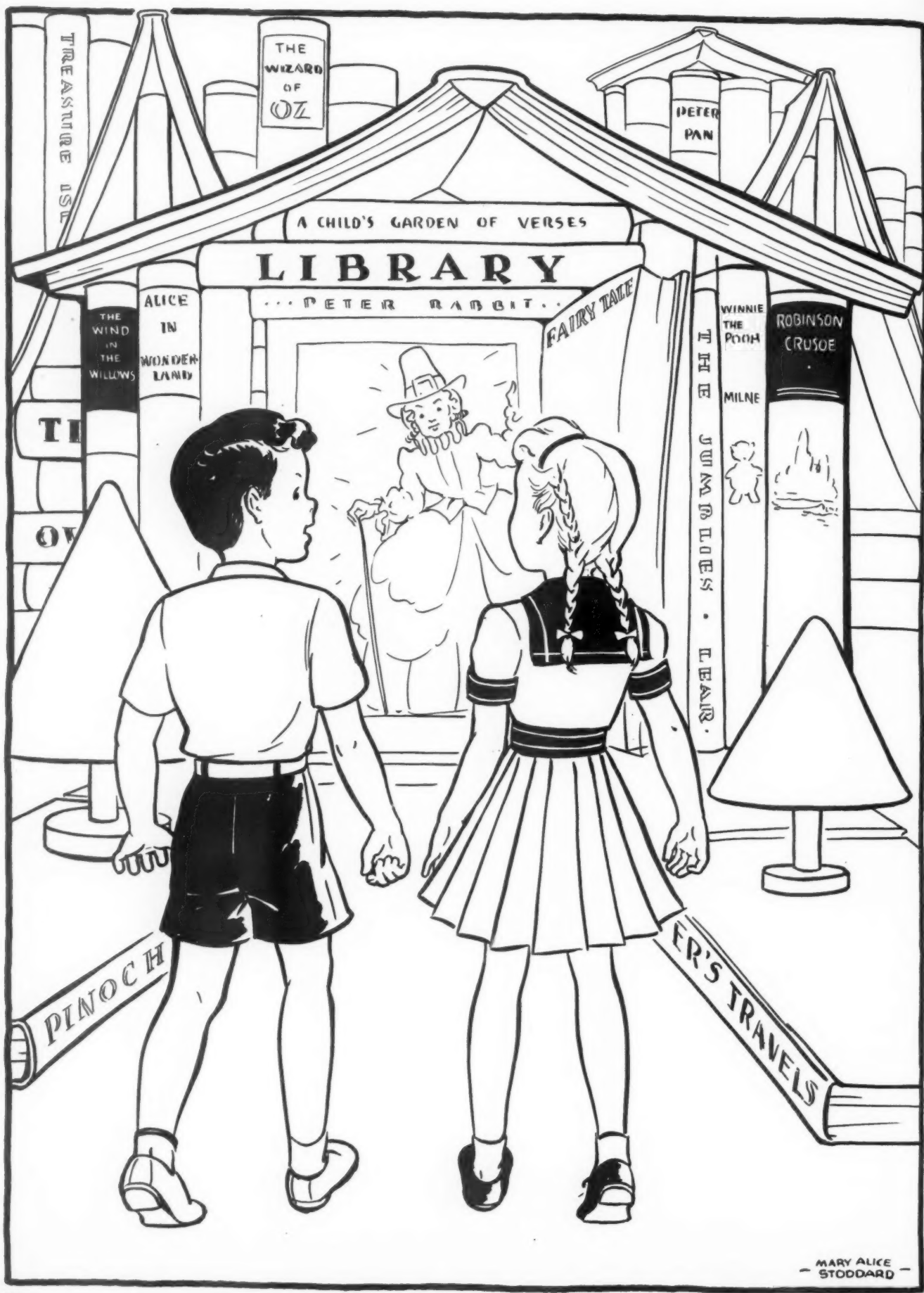
HALF MARKED B IN FIGURE 1.

CUT THIS OUT AS SHOWN IN FIGURE 2. NOW FOLD ON THE CENTER LINE AS SHOWN IN FIGURE 3. FOLD THE SIDE FLAPS OVER THE TOP AND PASTE DOWN.



MAKE A TAB FROM HEAVY PAPER. PASTE OR STAPLE IT ON THE ENVELOPE AS SHOWN.





MARY ALICE
STODDARD

THE STORY OF CLOTHING

OBJECTIVES

To make a beginning in early years to utilize the child's own experiences in his environment in order:

- (1) To understand the interdependence of individuals, communities, and nations by learning how they share in the production of materials for clothing.
- (2) To learn the basic reasons for the adoption of clothing.
- (3) To appreciate the advantages of today as compared with the hardships of the past.
- (4) To appreciate the work of those who make clothing and the services of those who sell it.
- (5) To learn how to take care of clothing.

PREPARATION

Arouse interest in the new topic by building up a background through questions, discussions, pictures, reading, experiments, and excursions. Knowledge and skill come first through observation and then through imitation. When the child by subtle suggestion comes to understand the reasons for things, the work will be carried on more intelligently. Thus the child is gradually trained to think for himself.

Immediate interest in activities in the home and in the children met in school is a natural point of contact in the first two grades. In the third grade the subject matter is more detailed and technical in content expanding to an interest in the community and developing an attitude of looking on the world at large as the home of man.

QUESTIONS FOR DISCUSSION

- (1) Discuss the weather and what is worn by the children in class to protect them from cold, heat, dirt, rain, etc.
- (2) How much time is spent by mothers in planning, sewing clothes, and in caring for them by washing and ironing, mending and cleaning them? Does she shop for them? What do fathers contribute toward the clothing problem? Do others in the home or outside the home aid in preparing the clothes worn by the children?
- (3) Contrast coverings of animals with clothing of human beings. The fur grows longer and shaggier in winter. It is shed in summer. Ducks have warm down linings under their feathers in winter.
- (4) In what ways may children's clothing affect their health? Name some of the things that make clothing more comfortable. Why is it necessary to

A Unit For the Primary Grades

by

ELIZABETH FARMER

keep clothing clean? Why should outdoor wraps and rubbers be removed when in school or in the house?

(5) Why should clothes be hung up and put away properly? What happens to clothing when moths appear? Why are some clothes unattractive? (Discuss dirty, torn places, lack of proper size, unsuitability for school, etc.) The cleanliness of clothing should be stressed in the lower grades and the essential qualities of healthful clothing should be brought out.

(6) Discuss ideas of thrift in buying.

(7) Show the necessity for the provision of clothing suited to the environment and weather conditions for reasons of health and utility. Why do people in various places dress differently?

(8) Discuss the sources of supply of raw materials (a) utilization of climate and soil in raising plants and the propagating of animals suited to land; (b) the making of thread, the weaving and dyeing of cloth; (c) the designing and making of clothes; (d) the workers on farms, dressmakers, tailors, shoe makers, and factory workers.

(9) Discuss safety with respect to clothing. Why should one wear rubbers when walks are wet and slippery?

DEVELOPMENT

The questions listed for discussion before the unit proper is begun will be included in the development of this study on clothing. Notice how they generally concern themselves with situations in the home.

I. Community and family interdependence

A. Discuss stores in the community where clothing is bought or where materials for making clothes are sold. What are the duties of the store owner, clerks, and delivery boys? Where does the store obtain its merchandise? Do any of the materials come from the farm? Which materials are made from animal and vegetable fibers. Is cotton grown in your community? Name textile fibers: from plants — linen and cotton and rubber; from animals — wool, silk,

fur, and leather.

1. Contrast the clothing of primitive people (made by themselves) and that obtained today from trade with other people.

a. The fur clothing of the cave men, Eskimos, and Indians

b. The clothing made of grass and fiber worn on tropical islands

c. Clothing worn today in summer and winter, on rainy days, for sports, working clothes or uniforms, party clothes

2. How is thread made? Discuss how primitive man used animal sinews (or vegetable fibers) for thread and a piece of bone or a thorn for a needle.

B. Cotton

Plant some cotton seeds which may be obtained from the United States Department of Agriculture. In the South, the cotton plants grow from five to ten feet high. The flowers are yellow turning to reddish brown. They are about four inches across and the bolls are dry and brown. When they burst open, they are like balls of white wool and are filled with 30 or 40 seeds. The fibers are attached to the seeds.

After the cotton is picked it is sent to a gin house to have the seeds separated from the fibers and these fibers pressed into bales. The bales are sent to the cotton mill to be made into cloth.

1. Contrast hand picking and machine picking. Transportation has made it possible for clothes to be manufactured elsewhere than in the home. Trace the modes of transportation used to get the cotton from the fields and to the finished garment. How many different kinds of workers take part in the transformation from fiber to cloth and demonstrate the work of dressmaker, tailor, designer, and factory worker.

C. Wool

1. Sheep raising in home locality

a. Shearing sheep

b. Washing and carding the raw fleece

c. Spinning and weaving.

(Stress the fact that it took many ages for men to learn how to make clothes.)

2. First man domesticated animals and had to experiment before yarn was spun and woven. Read in the Bible about the early pastoral peoples. Are there people today who depend largely upon their flocks of sheep for a living?

3. Other wool-bearing animals—alpaca, angora goat, llama, camel. The

wool of animals in northern countries where it is colder is stronger and coarser and is used for knitting. What knitted clothing do you wear? The wool from sheep differs according to the climate and soil of the country in which the sheep are raised.

4. Discuss types of grazing regions such as grassy plains, hillside slopes, and mountain valleys. The grass on mountain slopes is green because there is much rain. Where the stony soil is unsuited to agriculture, the farmer and his shepherd dog drive the sheep to pasture.

5. The raw wool is very dirty and greasy when clipped from the sheep. Wash some in school to find how soft and shiny it becomes. Try to spin, weave, and dye wool as the primitive peoples did. Trace the story of the wool in a child's dress—the care and feeding of sheep, shearing, sorting, scouring, bleaching, dyeing, carding, spinning, weaving, sewing, buying.

D. Leather

Show how animal hides are used for shoes, belts, purses, thongs for fastenings, Indian doeskin garments, etc. Compare Dutch wooden shoes, worn because of damp soil which spoils leather, with modern shoes. Eskimos chew reindeer skins to make them soft enough to sew with needles of bone. Leather is used because of its superior wearing qualities. In Egypt, hides were cured in animal fat and heat to make them soft. Then they were steeped in lime water to remove the hair. Finally they were dyed in colors and used for girdles, sandals, thongs on plaited papyrus sandals as only the wealthy wore all-leather sandals.

1. List the clothes (also accessories) worn today made of leather—shoes, hats, coats, vests, buttons, etc.

E. Rubber

When material stretches we say it is elastic. Balloons are made of rubber because they stretch when filled with air. What articles of clothing do we wear that need to be elastic? What others use rubber? Why are raincoats, overshoes, bathing caps, rubber aprons, and gloves so made? Why do we have rubber soles on tennis shoes and rubber heels on other shoes? Are the combs used today made of rubber?

III. Clothing habits of different countries

A. At least five foreign countries should be considered to demonstrate that man is dependent upon his environment for his development. Show how he has modified his natural surroundings and stress the interdependence of rural and city life. Do not emphasize the peculiarities or differences among

races but point out their likeness to our own ways of living and feeling. It is the clothing of these people of other countries which is largely responsible for their appearance and seeming difference.

TOPICS FOR STUDY—GRADE 1

Study the type of clothing worn in your community. There is little difference between rural and urban mode of dress. In the present day automobiles, the movies, the radio, and mail order catalogues and newspapers bring city styles to the farm.

How are farm animals a source of clothing? Visit a fur farm if possible and consult fur catalogues to find the names of animals whose fur is used in making coats, caps, gloves, boots, etc.

In the study of the celebration of Christmas in other lands, discuss the types of clothing.

This idea applies to other holidays as well—The American Indians and the explorers and colonists on Thanksgiving Day. Primitive people had simple clothing procured by themselves while we have clothing from many places.

INDIANS: Make corn husk dolls to show both men and women. They wore hair ornaments, had beads on clothing and moccasins, liked bracelets, arm bands, and necklaces. Their dress was dependent upon local materials. Children wore the same style clothes as their parents. Ornaments were teeth of animals, shells, berries, and stones pierced to make beads.

COLONISTS: Clothes showed their social rank and were spun, woven, and made by hand. Both girls and boys dressed like their mothers until the boys were six years of age, then boys wore clothes like their fathers.

TOPICS FOR STUDY—GRADE 2

HOLLAND: Details of clothing vary in each section. A fondness for color is shown in men's tight coats of blue or red with striped waistcoats and baggy trousers of red or blue cloth or dark velvet. The women wear many-colored petticoats and have lace caps with golden ornaments. Strands of coral beads and soft, white blouses beneath black velvet jackets make women and girls picturesque. Wooden shoes are worn in the rural districts. Leather boots are worn on Sundays and for skating.

SWITZERLAND: The 22 cantons differ one from the other in costume. Goats are kept on mountain grazing grounds. These provide warm clothes for winter sports. During the winter months the people make lace. Note that cold countries produce bright colors in

their embroideries. Social and artistic culture differs according to location. The various bordering countries exert influence.

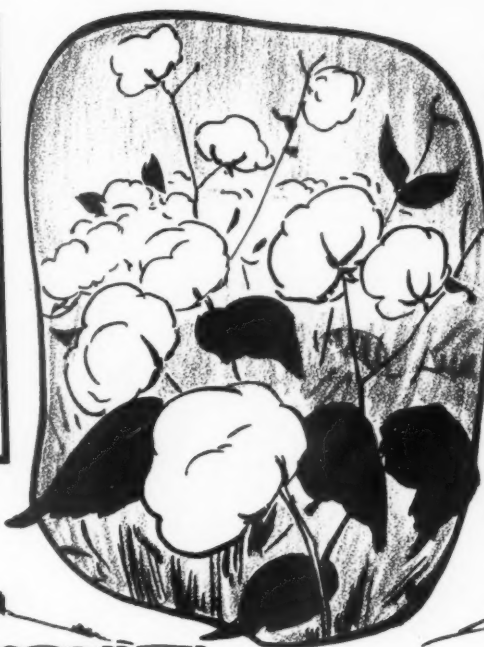
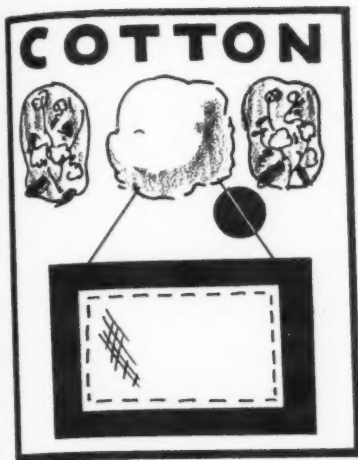
CHINA: Clothes of better classes are of the richest materials. Blue linen is worn by men and women of the lower classes. Clothes are lined with cotton in winter and, as the weather becomes colder, extra suits are put on one above the other. Richer people have fur-lined coats. Since no sheep are raised for wool, six inches of cotton padding is sometimes used on cheaper coats. Married women have their hair dressed by a barber and wear no hats though flowers are worn in the hair and at times an elaborate headdress. Men wear turned-up mandarin hats; servants, wide coolie hats. Buttons on hats signify rank. Modern dress of the Chinese women is long and narrow, slit on both sides with trousers of a contrasting color underneath.

MEXICO: The serape or blanket with a hole in the middle is worn. White, pajama-like suits with a bright sash are the clothing of the peons. Hats are large, handmade sombreros of felt or straw. Women wear a rebozo or shawl over their heads. Full skirts of dark blue, blouse and apron and sash of bright colors are worn by women. Wealthy classes have lace mantillas, silk embroidered shawls, and ruffled skirts.

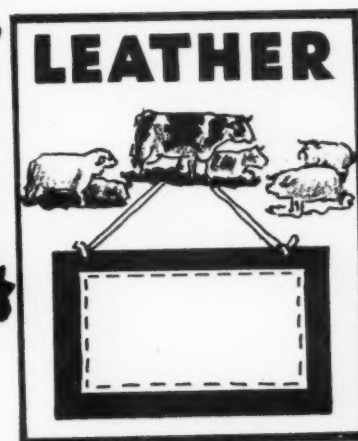
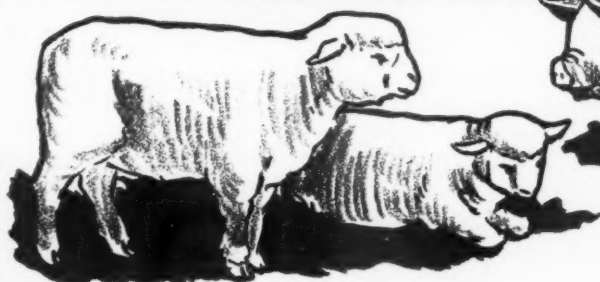
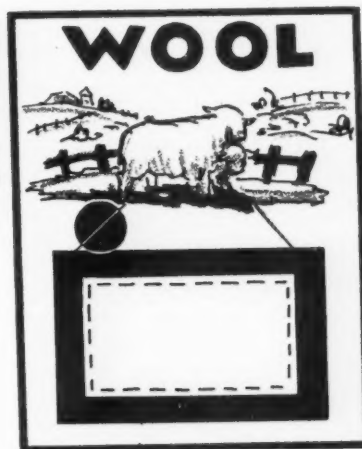
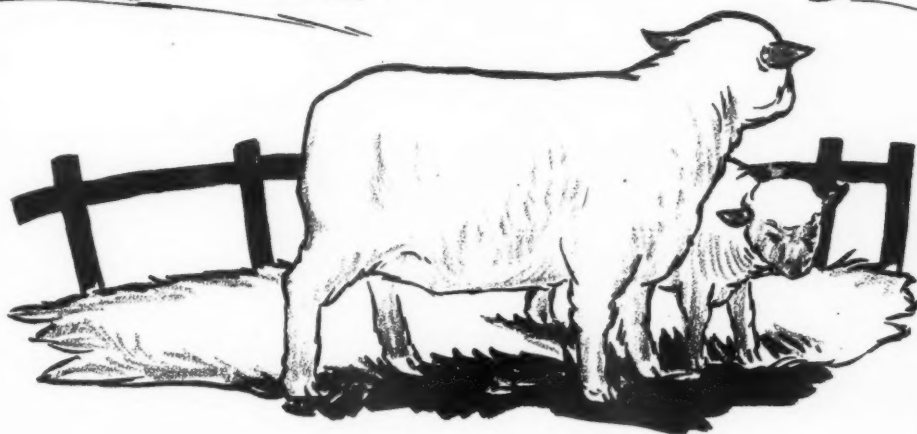
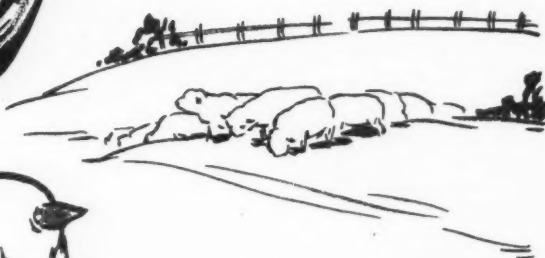
TOPICS FOR STUDY—GRADE 3

In this grade children respond best to sensory activities such as experiments. Test samples of cloth by washing, tearing, feeling, picking threads apart, and burning. Wash a piece of flannel in lukewarm water and another piece in boiling water and compare results. Wash cotton cloth in the same way. Burn pieces of wool and cotton in closed containers. The wool will smell like burning feathers; cotton burns quickly and without odor. Distinguish textural qualities as rough and smooth, even and uneven, coarse and fine, shiny and dull, and so on. Discuss color and make sample chart showing design (stripes, plaids, etc.). Explain that the brightest color must occupy the smallest area. Match colors with toned papers to learn primary colors, related colors, and such terms as hues, values, chroma, and balance of colors. Design should be suited to the purpose of the material and should not be too fancy. Match cloth structures by holding samples of loosely woven fabrics to the light to observe the interlacing threads.

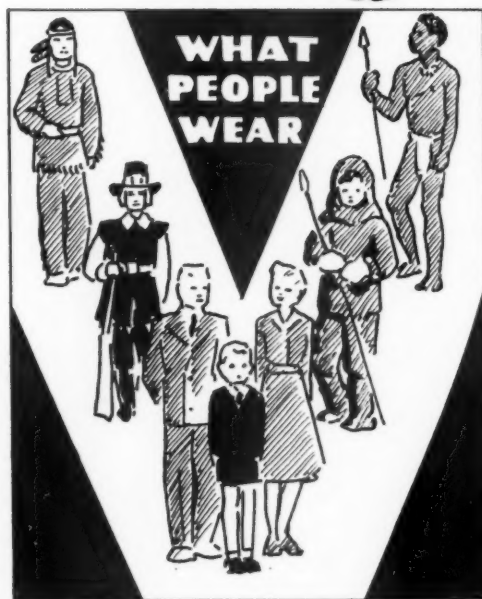
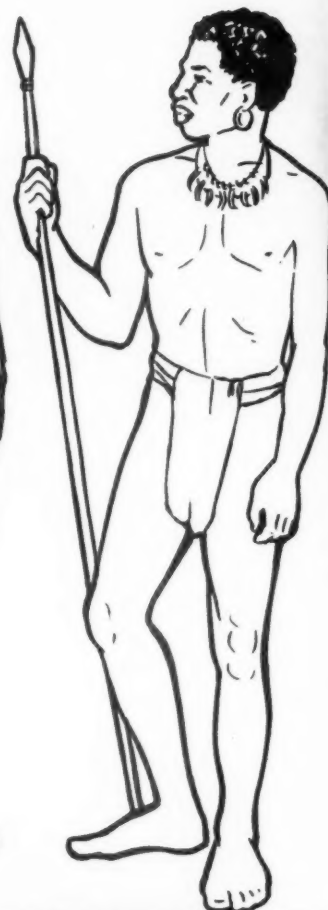
Have boys make charts of materials used in making their clothes. Make dyes from plants, roots, leaves, and berries.



These chart cards will help you with your study of clothing. To make them get a piece of cardboard for each chart you wish. You should have one for cotton, one for wool and one for leather. You may have others (rayon, linen, etc.), too. On the top of the cardboard, letter the title. You can cut letters from cotton, wool, and leather material if you have it. Paste the letters at the top of the chart. On the cotton chart place a piece of raw cotton (cotton batting will do) in the center beneath the title. On each side draw a picture of the cotton plant with bolls. At the center bottom, cut a square out of the cardboard. Sew a piece of cotton cloth over this opening. Attach heavy cotton threads from the top ends to the cotton as we have shown. Do the same thing for the other charts.

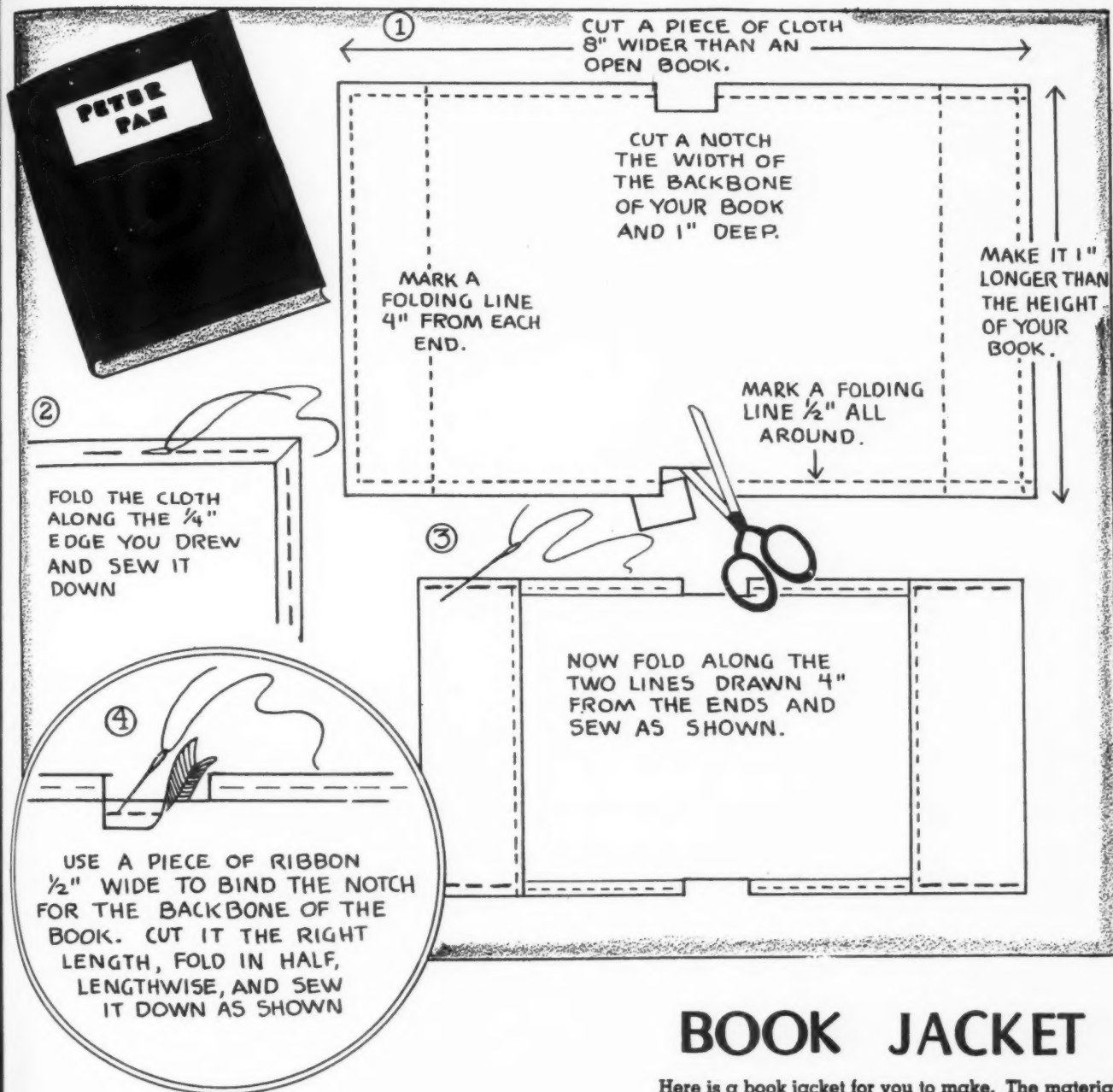


MARY ALICE
STOODARD

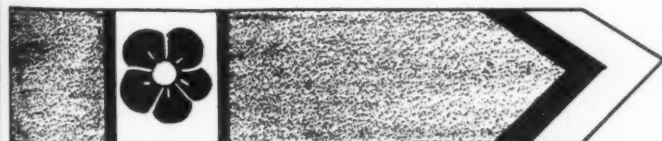


DISPLAY CARD

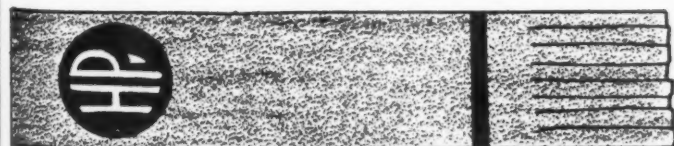
Here are pictures showing clothing worn in hot countries, in cold countries, during the Colonial period, and at the present time. Use the pictures to make a poster or display card. Pick out different kinds of clothing and make other display cards like it. If you like you may have each kind of clothing on a separate card and you may write a little bit about why that kind of clothing is best for the climate and work of the people who wear it.



MAKE A BOOKMARK



CUT A PIECE OF LEATHER IN THE SHAPE WE HAVE SHOWN.



MAKE DESIGNS OF YOUR OWN WITH PAINTS.

BOOK JACKET

Here is a book jacket for you to make. The material used is cotton or woolen cloth. Cut a piece of cloth 8 inches longer than the length of the book. Be sure to include the bound edge as we have done. Make it 1 inch wider than the book. Where the bound edge is to be, cut out a piece $\frac{1}{2}$ inch deep and as wide as the binding. Do this at both top and bottom. Now fold 4 inches at each end back and $\frac{1}{4}$ inch at top and bottom (see picture). Use yarn to stitch at the top and bottom so that the stitching is near the edge of the cloth. Where the bound edge is, take a piece of ribbon, fold it in the middle and stitch it to the top of the cloth.

If you wish, you may cut letters from pieces of cloth of a different color, form a title such as BOOK JACKET, and sew them to the front of your book jacket.

It is very important to have a book mark so that you will be able to keep your place in the book you are reading without hurting the book. We have shown you how to make a book mark from leather. This will fit into your study of cloth and clothing because it will show you how leather can be used. Follow the directions we have given.

SEAT WORK



THIS DRESS IS MADE OF COTTON.

COLOR THE DRESS RED.

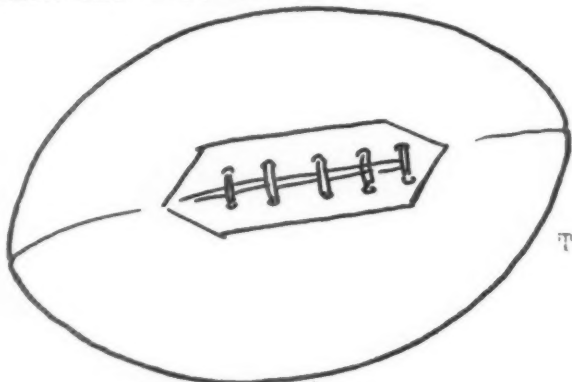
WHAT OTHER THINGS ARE MADE
OF COTTON?



THIS INDIAN IS GOING HUNTING.

OF WHAT ARE HIS CLOTHES MADE?

COLOR HIS SUIT BROWN.



WHAT DOES THIS PICTURE SHOW?

FROM WHAT IS IT MADE?

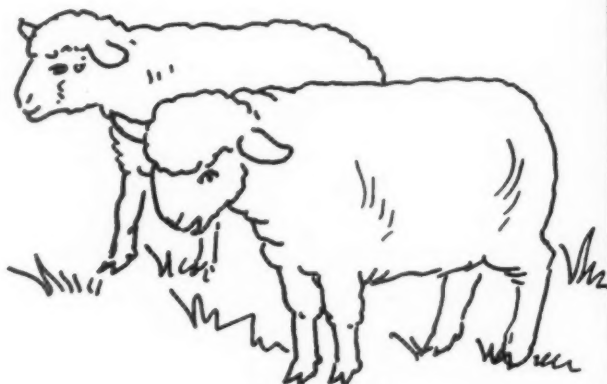
DRAW A PICTURE OF A BOY PLAYING
WITH THIS OBJECT.



THIS BOY TAKES GOOD
CARE OF HIS
CLOTHES.

WHAT IS HE DOING?

SHOULD WE ALWAYS HANG OUR CLOTHES
AFTER WEARING THEM?



HERE ARE SOME SHEEP.

WHAT DO SHEEP GIVE US?

WHAT THINGS ARE MADE FROM THIS?

THIS LITTLE GIRL IS
READY FOR WINTER
WEATHER.

WHAT IS SHE WEARING?

COLOR HER COAT GREEN.

MAKE HER OTHER CLOTHES

ANY COLORS YOU WISH.

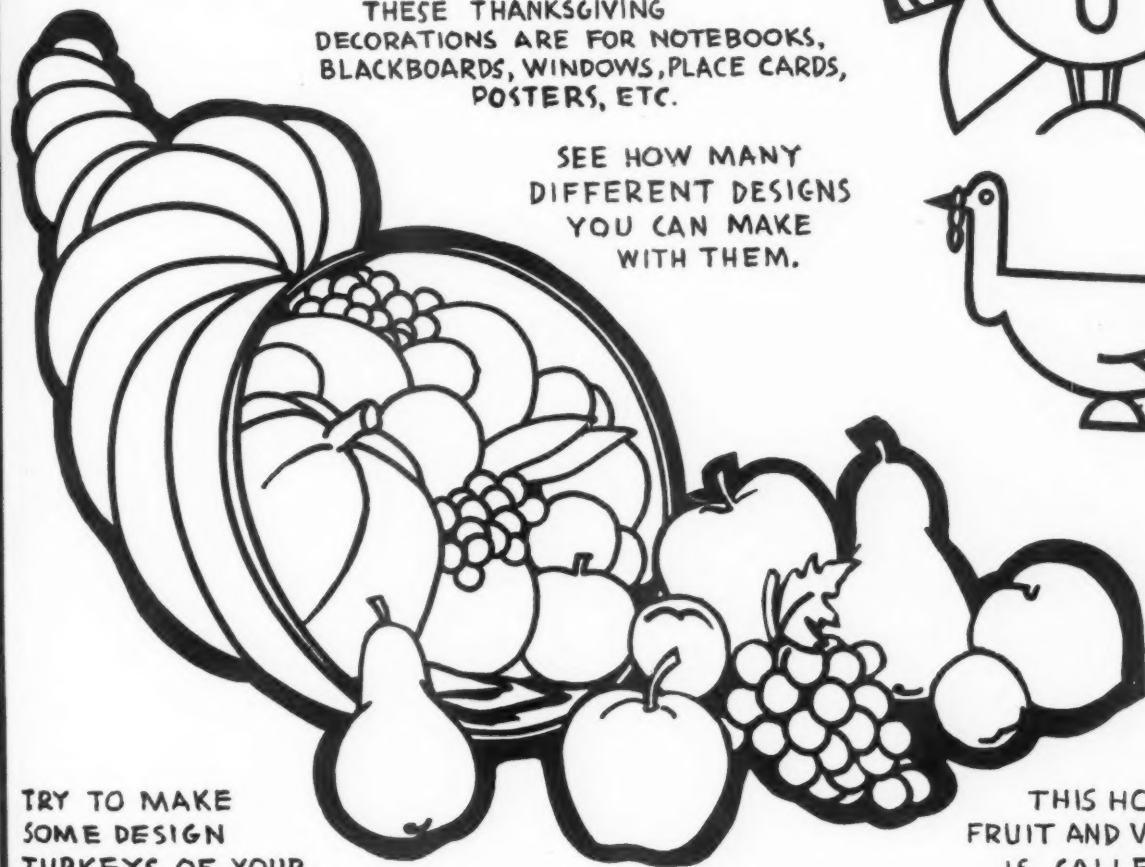


NOVEMBER DECORATIONS

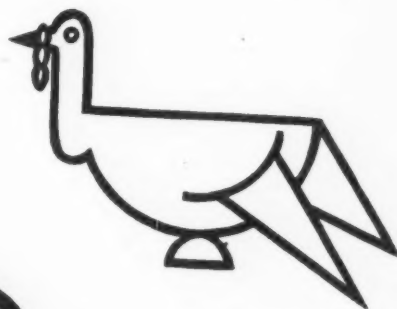
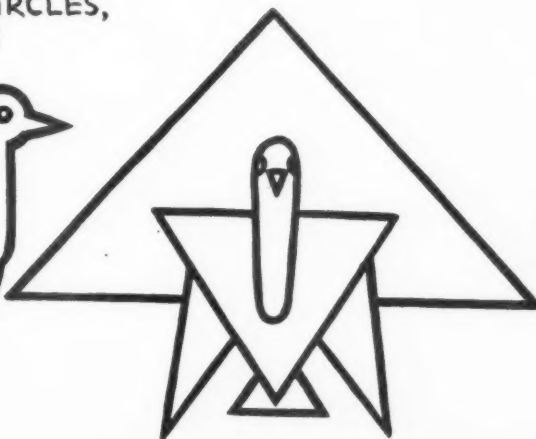


THESE THANKSGIVING
DECORATIONS ARE FOR NOTEBOOKS,
BLACKBOARDS, WINDOWS, PLACE CARDS,
POSTERS, ETC.

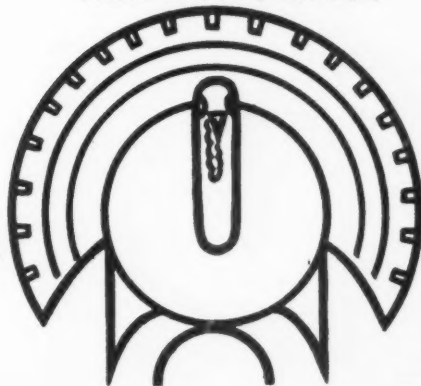
SEE HOW MANY
DIFFERENT DESIGNS
YOU CAN MAKE
WITH THEM.



TRY TO MAKE
SOME DESIGN
TURKEYS OF YOUR
OWN. USE SQUARES, CIRCLES,
AND TRIANGLES



THIS HORN WITH
FRUIT AND VEGETABLES
IS CALLED A
CORNUCOPIA
HORN OF PLENTY





RAG DOLLS

This year we all want to use the things we have because production of non-essentials is impossible. These rag dolls need only small pieces of cloth, scraps, and some thread or yarn. To make the pattern, fold a piece of newspaper and place an outline like the one shown at the right on the fold. Trace around it and cut double. Unfold, and the pattern is complete. Pin the pattern on a double piece of plain-colored cloth and cut. Mark places for the eyes, eyebrows, and mouth, and hair. Stitch these with yarn or thread. Buttons may be used for the eyes and mouth. Begin to stitch around the edge of the front and back. When all but the bottom is sewn, stuff the doll with rags. Finish sewing. Cut neckpiece, cuffs, and apron from cloth of different colors. Add braids of yarn if you wish.

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(Note: This Christmas Program takes some preparation which should be started during the month of November.)

CHARACTERS: American children—Jack, about 10 years old; Alice, about 12. English children—Tommy, about 10; Victoria, 9; mixed group of boys and girls with good singing voices. Russian girl, Minka, about 12; if desired, a group of other girls of same size may accompany her. Swiss boy, Ernst, 10 or 12. French children—Pierre, 8 or 9; seven other boys of the same size. Chinese boy, Chun Lee, about 12. Dutch children—Gretchen, about 11; Hans, the same age; three more couples of the same size. Latin-American boy, Pedro, about 13 or 14. Swedish children—Nels, about 12; Anna, the same age; three more couples of the same size. Czecho-Slovakian children—mixed chorus of older children with good singing voices.

PLACE: Living room in the Smith home. The place is comfortably furnished in the American manner. There is a wide door at the right, a wide French window in the center, and a narrow door at the left. The center of the room is bare of furniture.

TIME: The twenty-fourth of December, about 3:30 P.M.

As the curtain rises, Jack is sprawling in a dejected heap on the floor. The French windows are ajar, and he lies diagonally in front of them, toward the front of the stage. Alice sits in an armchair toward the left center. She is working on a doll dress which she holds up to inspect as she speaks.

ALICE: Jack, why don't you finish that toy duck you were carving? You haven't much time left. We were supposed to take our gifts over to the mission by four-thirty, and it's half-past three, now.

JACK: It won't take me a minute to take it next door. Anyway, I don't feel like working! Why should I give gifts? I'm not expecting to get any.

A. (gently): What makes you so sure, Jack?

J. (defensively): Well, with Father at camp and Mother working at the canteen, there isn't anyone to buy us gifts. They haven't time to think about Christmas.

A. (teasingly): You have forgotten me, Jack. Don't be too sure.

J. (stubbornly): Do you mean it, Alice? I'm not blaming anyone. I figure I can take it. But why can't those kids over at the mission get along, too?

A.: Most of them get along all year without things we have all the time.

J.: What kind of things?

A.: Plenty of good food and warm



GIFTS FOR AMERICA

by

LOUISE B. W. WOEPPEL

Supervisor of Music, Ralston, Nebraska

clothes, for instance. We're lucky because our parents have lived in this country so long.

J.: Huh! Our folks worked for what they have. Besides, what have these people ever given us? It's always the Americans who hand out things. What did we get from them?

A.: More than you think, Jack. Take music, for instance. Lots of music you like came from overseas.

J.: I hadn't thought of that. I wish I could hear some of it right now.

A.: Some of the children will soon be practicing for the program. Maybe you can hear them. (She holds the completed doll dress up for inspection, then rises.) I have a surprise for you. I intended to wait until tomorrow, but I guess you need it more now. Close your eyes and I'll get it. No fair peeking!

(Alice tiptoes off stage through the side door at the left. Jack rolls over on his side, so that he is looking toward the French door. He yawns, stretches, and closes his eyes. The French door opens softly and a little English boy looks in. After a survey of the room, he beckons to a group of children who troop in after him then stop abruptly as they spy Jack. Tommy tiptoes over to Jack, scrutinizes him, shakes his head, then returns to the group. Meanwhile the piano in the distance has been softly playing "The Wassail Song.")

TOMMY: Our American cousin looks sad. What can we do to cheer him up? Victoria?

VICTORIA: Since it is Christmas, let's sing a carol for him. That always makes me happier. What shall it be, Tommy?

T.: I like "The Wassail Song." Do you all know it?

(The group nod assent and the children sing one stanza of "The Wassail Song." After they have finished, Tommy raises his hand to silence the group.)

T.: Sh-h-h. I'm afraid we shall waken him. But he is smiling now. Let's go on to our next stop.

(The group trip off stage through the door at the right side. As they leave, a pretty girl in a ballet costume, Minka, peers through the French door. She runs over to Jack, playfully shakes her finger at him, and speaks.)

MINKA: So! We Russians bring you nothing? Have you forgotten the "Nutcracker Ballet" by Tchaikowsky? How can you be unhappy when you hear such music?

(The pianist plays "The Dance of the Sugar Plum Fairy" and she does a solo waltz on her toes. If time and talent permit, the waltz might be given by a group of girls in pastel dresses made very short and full. As the dance ends, Minka runs over to Jack again, makes a mocking bow, and speaks.)

M.: Goodbye, little frien'. I hope you liked the dance. (She runs out the door on the right.)

(As she disappears, a boy in an Alpine costume stops in the French door. He carries a horn which he puts to his lips. Then he discovers Jack and begins to sing instead. He sings the "Swiss Shepherd's Song," then walks over to Jack.)

ERNST: Sleep on, little American. I hear there are high mountains in your country, too. If you will tell me where they are, I will teach you to yodel like a real Swiss boy. Goodbye.

(As he leaves the door on the right, he yodels softly. In the distance is heard military music. It gradually grows louder. Through the French door march the French boys in soldiers' costumes. Without looking at Jack they go through a drill using stiff movements to suggest toys. At its conclusion they face Jack, and the leader speaks.)

PIERRE: Ze leetle Americain boy can sleep, but not ze French cousin. We mus' be ready to fight when ze call comes. Would you like to join us? Pierre would teach you how to march.

(The entire group, led by Pierre, click their heels, salute, turn away, and march through the right door, two by two. Now a Chinese boy appears, carrying a kite. He comes into the room through the French door, crosses the stage slowly, and stops downstage beside Jack. He carefully lays the kite beside Jack.)

CHUN LEE: A humble gift from the unworthy Chun Lee to the honorable ally. (He stands looking at Jack as he

sings "Kites Are Flying." Jack stirs. Chun Lee bows ceremoniously to the sleeping boy and backs offstage through the right-hand door. A little Dutch girl in costume peers through the French door. She is carrying a broom and dust-cloth.)

GRETCHEN: You naughty boy. Here you sleep and the room is not cleaned for Christinas. Come in, kinder, we must do it for him. (Three girls join her and they all begin to dust. As they polish, four boys appear carrying scrubbing pails.)

HANS: I can't find any place to get water, Gretchen.

G.: Foolish fellow! There isn't any here, Hans. While the boys are here, let's practice the dance for the program. We can't sweep with that lazy boy lying on the floor.

(Music for the "Dutch Dance" is heard off stage, and the children go through all the movements if space permits.)

H.: He is asleep yet. Let's scrub later. Hurry, it is soon time for supper and we have to clean the assembly room before we can home go.

(They gather up their cleaning apparatus and run out the door at the right. Hans notices the kite lying beside Jack. He puts his hand in his pocket and takes out a toy pipe, curved in the Dutch manner. He looks at it several minutes, then lays it beside the kite and hurries after the others. Outside the French door a swarthy boy in gay colors pauses. He is wheeling a pushcart lettered with the sign—Tortillas. Standing in the doorway he sings one stanza of the song, "Buy My Tortillas." When Jack does not stir, Pedro steps inside and walks over to Jack. He is carrying a tortilla in his hand.)

PEDRO: Well, mio amigo, you like to eat, no? In Brazil we have many things you eat, if you can get them. Look, mio, is here my gift to you!

(As he speaks he lays the wrapped tortilla in Jack's outstretched hand. Then he goes back to his pushcart and swaggers off toward the door on his right singing the chorus of "Buy My Tortillas." Off stage is heard the voices of children singing "Buxom Lassies." Tripping through the door, two by two, come the Swedish children singing the chorus. They are dressed in colorful Swedish costumes.)

ANNA: Look, Nels! Here is a room where we can practice without being disturbed. Let us try the whole dance now.

(They execute the dance gaily and stand giggling and breathless when they have finished. Anna's partner, Nels,

looks about the room curiously, then discovers Jack.)

NELS: Here is a boy asleep. Did he come to watch us and then go to sleep? Shall we wake him, Anna?

A.: Oh, no! (She looks around the room.) I don't remember this room at the settlement. This looks like a home and not a mission.

N.: I think we are in the wrong place. We don't belong here.

A.: We must hurry. Let us all thank him for the use of his room.

(The group make a shallow curtsy with bent knees, in the Swedish manner, then tiptoe out looking very abashed. Jack stirs, turns, and stretches. He seems about to rise when a chorus is heard in the distance singing the "Bohemian Christmas Carol." The singing grows in volume, and Jack hastily lies down and pretends to be asleep. A chorus of children in Czech costumes pause just outside the wide-open French door and sing one complete stanza. As they begin the last stanza, they start moving away to the right and the music gradually grows softer. As the last strains are heard, Alice rushes into the room, through the door at the left. She is carrying an armload of packages in Christmas wrappings. She discovers Jack apparently asleep and throws her packages on the table at the right. Then she crosses over to Jack and shakes him.)

ALICE: Oh, Jack, wake up! I wrapped all of our gifts for the settlement tree. Isn't your toy duck finished? The children will soon be coming to the Christmas party. Do hurry!

JACK: I've been having so much fun I forgot about the duck. I'll have to give something else. Do you know those kids stopped in here on their way to the mission and entertained me with their program?

A.: You must have dreamed it.

J.: Nosiree! Look what they left me. (He picks up the kite, pipe, and tortilla and shows them to Alice.) I wish I had something really nice to give them.

A.: Well, it's too late to finish the duck. Don't you have some old crayons or a color book that you can give?

J.: Maybe, but that isn't good enough. They gave me the best they had. I want to give something that stands for me and for America, too. Where is my new aeroplane?

A. (shocked): Are you sure you want to part with that? It took you three months to make it.

J.: Sure I do. I wouldn't want to give something I didn't care about myself.

(He goes to a table at the left on which a model aeroplane has been on display. He picks it up, looks at it lovingly, then nods his head.)

J.: It'll do. It's the best I ever made.

(Alice grabs the packages on the table, then precedes Jack out the door to the right. Jack walks slowly, holding his aeroplane aloft in front of him. His face is radiant. Meantime, the pianist has been playing "Deck the Halls." The curtain falls as Jack reaches the door at the right side of the stage.)

PRODUCTION NOTES

Some of these groups may be omitted if time and facilities are not available. Other nationalities may be included, if the population of the community makes it desirable. Although definite numbers for the dance have been indicated, the two spokesmen may dance alone. If space permits, more children may be added. The age and number in the chorus groups is also elastic. Ability to sing is more important than age.

In some cases, phonograph records may be substituted for piano accompaniments. The source of the music used, and suitable records are given below.

If possible, the children should be garbed in the traditional costumes of their countries to lend color and charm to the spectacle. If complete costumes are not available, choose a suggestive item such as aprons for the Dutch girls and huge brass buttons (paper) for the Dutch boys; red stockings for the Swedish children; a pointed green hat for the Swiss boy; tall red hats for the French soldiers; and so on. The English children should dress just like the Americans.

SUGGESTED MUSIC (Piano)

Introduction: "God Rest You Merry Gentlemen" or "From Every Spire on Christmas Eve," *Golden Book of Favorite Songs*, Hall and McCreary Co., Chicago.

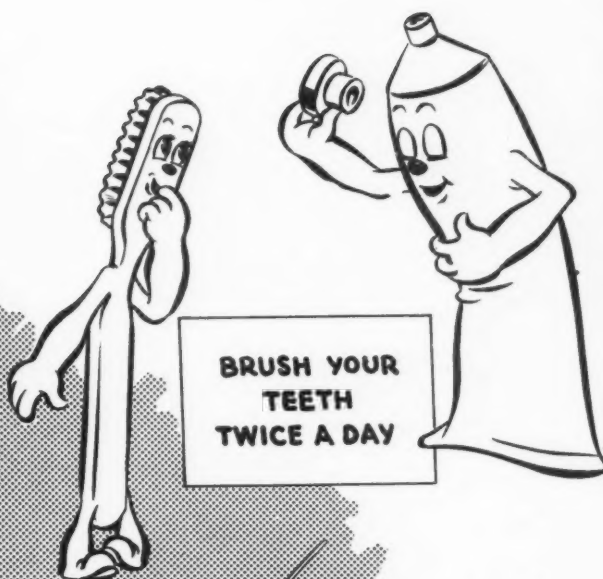
England: "The Wassail Song," *Music of Many Lands and People*, Silver, Burdett and Co., New York, or "Good King Wenceslas," or "Christmas Carol," *The Music Hour*, Book 2, Silver.

Russia: "Dance of the Sugar Plum Fairy" from the *Nutcracker Suite* (piano version published by Little, Brown and Co., Boston).

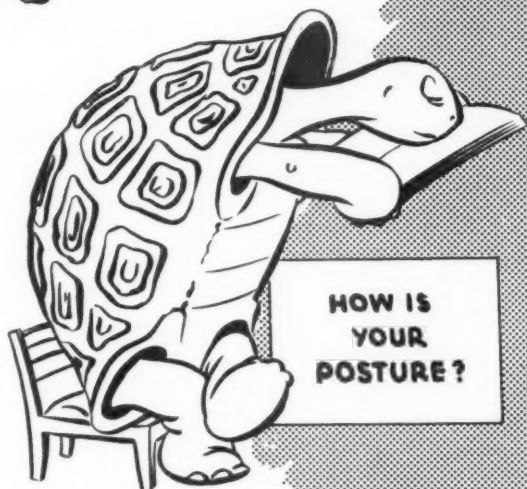
Switzerland: "Swiss Shepherd's Song" and the yodel from Emmett's "Lullaby," *The Music Hour*, Book 2, or "The Alpine Shepherd," *The Music Hour*, Book 3.

France: "March of the Little Lead Soldiers" by Pierne, "March of the Tin Soldiers" by Tchaikowsky, or "March" (Continued on page 47)

HEALTH for victory



**BRUSH YOUR
TEETH
TWICE A DAY**



**HOW IS
YOUR
POSTURE?**

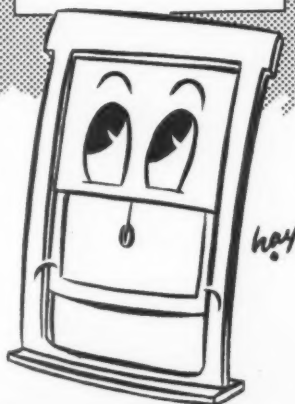


**KEEP CLEAN
WASH OFTEN**



**PLENTY OF
REST AND SLEEP**

**GET LOTS OF
FRESH AIR**



**YOUR
HANDKERCHIEF
PREVENTS
SPREADING GERMS**



ALUMINUM

A Study of a Vital Material

(Note: This unit is particularly timely if schools are engaged in scrap collections and salvage drives. Incidentally, the government is urging us to conduct such drives in schools since the nation's scrap piles are being rapidly depleted.—Editor)

FOR INTERMEDIATE AND UPPER GRADES

The battle of production and the increasing demands upon civilian economy are subjects which interest pupils as well as their elders. Perhaps the most fascinating material which is being restricted in civilian use, and the scrap aluminum drive which was carried out some time ago bears witness to the fact that this commodity must be conserved for war needs.

What most children will want to know, nevertheless, is for *what* aluminum is being used. They have an idea that it is used in the manufacture of aircraft; that is correct but by no means the only important wartime job of aluminum. A study of this metal is a worthwhile project in science and current problems.

Aluminum is called aluminium everywhere but in the United States. This metal once was so valuable that it was considered a precious metal on a par with gold and silver. However, chemists knew of one of its most important physical characteristics—its lightness—and for that reason they tried very hard to find a way to produce it cheaply.

Aluminum is one of the most plentiful of all substances on the earth. It has, however, one important property: it combines readily with other substances such as the oxygen in the air and earth, and separating it—getting it in a pure state—is a very difficult process. Or it was until Charles M. Hall, a young student at Oberlin College in Ohio, discovered a practical method of obtaining pure aluminum. That was in 1886. Just eight weeks later a Frenchman discovered the same process and from him the European manufacture of aluminum developed.

In order to manufacture aluminum a

certain clay called bauxite is needed. This contains aluminum mixed with oxygen as well as other things. The bauxite is mixed with other materials and an electric current is passed through it. The aluminum settles at the bottom of the container in which the process is carried out. There are certain impurities in the aluminum as it comes from this mixture but they are, for the purposes of our study, not important. It requires from four to five tons of bauxite to produce one ton of aluminum.

As we have said, aluminum is a very light metal. It is three times as light as steel and many times lighter than copper or lead. In addition to its lightness, aluminum is very easily pulled into wires or pounded into extremely thin sheets. Aluminum combines with other metals to form alloys which have very important commercial uses.

The first thing that aluminum was used for was kitchen utensils. These were lighter than the old iron pots and pans, they conducted heat better, and they were more easily cleaned. Now, of course, aluminum's most important place is in the manufacture of airplanes. The propellers, bodies, wings, seats, and many other vital parts are made from this metal and alloys of it.

Whenever lightness is necessary, as in metal pieces which must be carried from place to place, aluminum supplies the need. Aluminum is used in automobiles and in railroads. Many streamlined trains have aluminum bodies although corrugated steel is now being used for that purpose. Aluminum paint is used for covering airplanes and for other purposes. Many consider it very beautiful and it has almost entirely supplanted silver paint for decorative effects. Aluminum is important in the electrical industry, in the canning industry, and in preparation of chemicals. In photography a mixture containing aluminum is used for flash bulbs.

The supply of bauxite in the United States is not as great as our needs although new sources of this material are being discovered. It is, therefore, nec-

essary to save those we have for use in making military equipment. Formerly we imported quantities of bauxite but this is now impossible. Many people have given their excess aluminum articles to the government to be used in making parts for airplanes.

CORRELATIONS

LANGUAGE: Write articles for the class or school newspaper urging everyone to collect old aluminum utensils for the war effort. Prepare descriptions of the uses of aluminum for the notebooks which will be kept during the unit. A panel discussion of aluminum is a profitable way to exchange information which various members of the class have gathered.

SCIENCE: Have various members of the class collect specimens of clay found in your vicinity and try to determine whether or not it is bauxite. Consult the *Encyclopedia Britannica* for information regarding the appearance of bauxite and its properties. Make a collection of pictures showing the uses of aluminum.

SOCIAL STUDIES: Discuss the various scientists who experimented with aluminum. Two of the most important were Sir Humphry Davy and Lavoisier. Discuss how from each discovery about this and other metals new and more important steps have evolved. How has living been made more pleasant by the use of aluminum? Could the airplane industry have advanced as it has if Hall's discovery had not been made? Show the necessity for important facilities in connection with the production of aluminum.

HEALTH: Aluminum is one substance which is not found in the body. Yet, it is not poisonous and has from earliest times been used as a medicine.

ACTIVITIES

Make a chart showing the various things for which aluminum is used. On a map of the United States point out where bauxite is found. This will involve research.

Make a mural showing the development of the aluminum industry from the time of Hall's discovery to the present day.

Show a series of pictures of the history of experimentation with aluminum. This will include its earliest uses, the early experiments, and end with Hall's discovery.

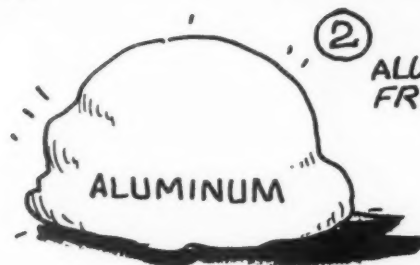
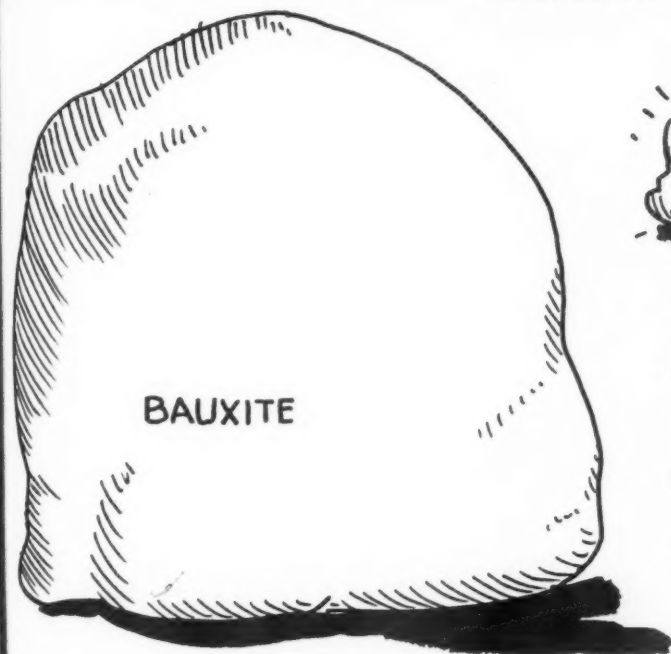
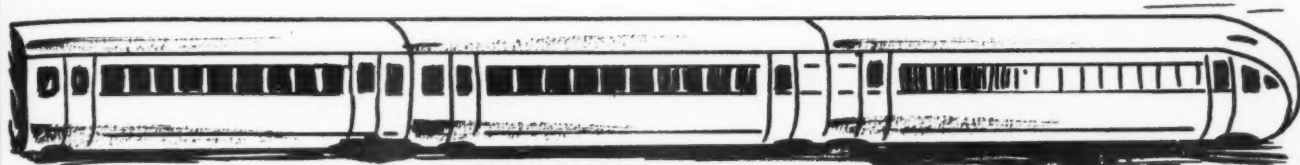
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Britannica, Junior.
Life Magazine, June 5, 1939.
Diggers in the Earth, Tappan, Houghton Mifflin Co., Boston.

ALUMINUM

① ALUMINUM IS A VERY LIGHTWEIGHT METAL.

3 STREAMLINE RAILWAY CARS MADE OF ALUMINUM WEIGH NO MORE THAN 1 RAILWAY CAR MADE OF IRON.



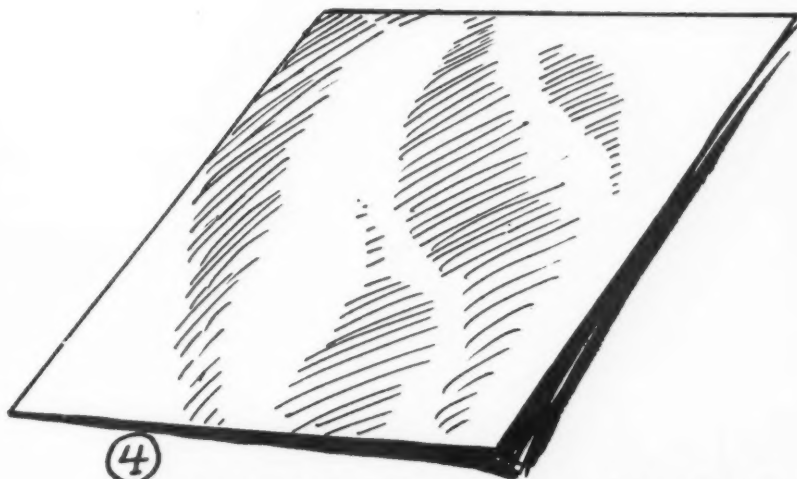
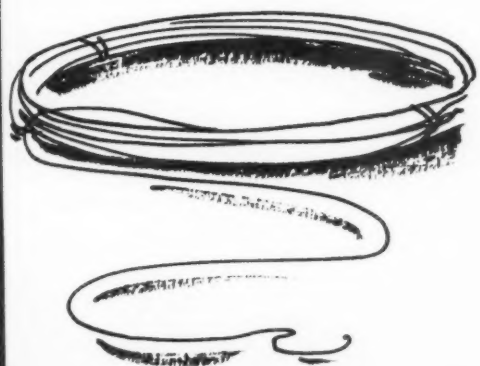
② ALUMINUM COMES FROM BAUXITE.

IT TAKES BETWEEN 4 AND 5 TONS OF BAUXITE TO PRODUCE 1 TON OF ALUMINUM.

ALUMINUM NEVER OCCURS IN A FREE STATE IN NATURE. GOLD, SILVER, AND IRON DO.

ALUMINUM IS ALWAYS MIXED WITH OTHER THINGS.

③ ALUMINUM CAN BE DRAWN INTO FINE WIRE. THIS IS CALLED DUCTILITY.



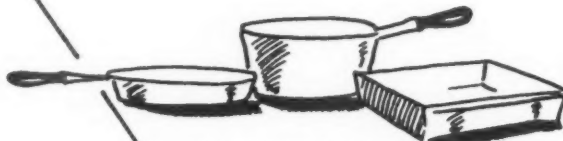
④ ALUMINUM MAY BE PRESSED INTO VERY THIN SHEET. THIS IS CALLED MALLEABILITY.

USES OF ALUMINUM

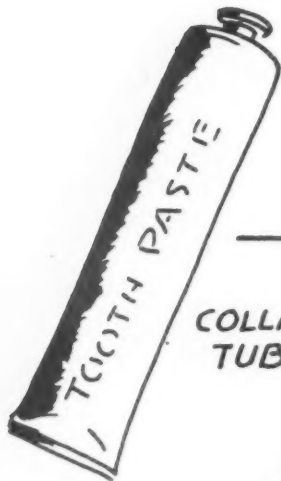


RAILWAY CARS

WALKIE-TALKIE



KITCHEN UTENSILS

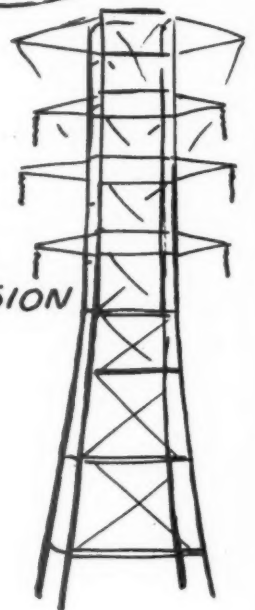


TOOTH PASTE

COLLAPSIBLE TUBES.

ALUMINUM

HIGH TENSION WIRE



AIRPLANE PROPELLERS AND OTHER PARTS

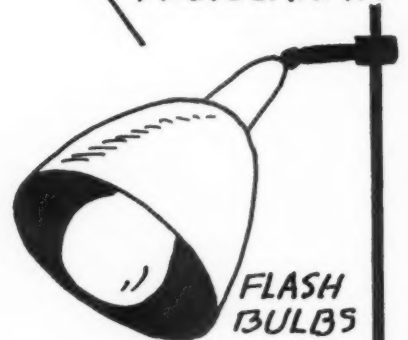


PAINT

FOR PAINTING AIRPLANES AND OTHER THINGS



PHOTOGRAPHY



FLASH BULBS

Art IN PROGRESSIVE SCHOOLS

OUR ALLIES — A FLAG UNIT

by

HAROLD R. RICE

Instructor, Teachers College, University of Cincinnati.

Art Supervisor and Critic Teacher, Wyoming Public Schools, Wyoming, Ohio

INTRODUCTION

The membership of the United Nations now includes twenty-eight members. The four great powers are the United States, China, Great Britain, and the U.S.S.R. The five British possessions are Canada, New Zealand, Australia, India, and South Africa. The ten Latin American Republics are Cuba, Mexico, Nicaragua, Panama, Costa Rica, El Salvador, Guatemala, Haiti, Honduras, and the Dominican Republic. In addition, there are nine governments-in-exile: Norway, the Philippine Commonwealth, the Netherlands, Greece, Czechoslovakia, Luxembourg, Belgium, Poland, and Yugoslavia. United, they represent the might of the world!

(Note: While Brazil — although she has declared war on Germany — is not at war with Japan at the present time, she could be included as the twenty-ninth power.)

UNITED NATIONS FLAGS

Fig. (1) shows the flags of the United Nations. Study each flag carefully. To appreciate fully their meaning and history, each child should do research by consulting encyclopedias, dictionaries, histories, etc. Each child can select one flag as his responsibility, prepare a brief description and history of the flag, and report back to the class later. Through democratic sharing, each child contributes to the whole.

Naturally preferences of flags should be honored when possible. However, each child must co-operate by taking a second or third choice so that each flag

is represented by at least one child. In a group of twenty-eight children, each child can therefore have a different flag.

KNOWING THE FLAGS

The information obtained concerning the flags should include:

- (1) A brief history of the flag
- (2) A drawing of the flag in color (at least 12" x 18")
- (3) A list of the parts of the flag and their meanings

A BATTLE FLAG FOR THE ALLIES

Once the group has become acquainted with the above-mentioned information regarding the flags, a list of their characteristics should be made on the blackboard. These will lead to a project creating a "battle flag" for the United Nations.

Among the characteristics to be found are:

- (1) The Greek cross, Fig. (2)
- (2) Five-pointed stars (such as in the flags of the United States, Panama, etc.), Fig. (3)
- (3) Six-pointed stars (Australia), Fig. (4)
- (4) Double cross (Great Britain and her possessions), Fig. (5)
- (5) Horizontal stripes (the Netherlands, the United States, Costa Rica, etc.), Fig. (6)
- (6) Vertical stripes (Guatemala, Belgium, etc.), Fig. (7)
- (7) Triangle inserts (Cuba, Czechoslovakia, etc.), Fig. (8)
- (8) Checkerboard (Panama, Dominican Republic), Fig. (9)

(9) Special illustrations, coats of arms, etc. (such as the bird on the Polish flag)

There are six colors to be found in the flags. They are navy blue, red, light blue, yellow, and green.

It would not be desirable to create a flag incorporating all of the material in the twenty-eight flags as it would be too intricate. However, much of the material can be used to advantage. Fig. (10) is an EXAMPLE and is not to be copied by the pupils. The four great powers are represented by 48 stars (U.S.A.), and 3 designs (U.S.S.R., China, and Great Britain). The colors and stripes (vertical and horizontal) of the other twenty-four members have been included.

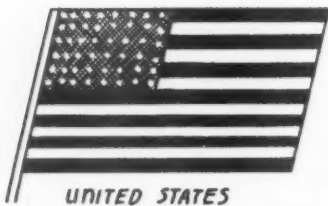
TO MAKE THE FLAG

The flag may be made in many ways. Here are a few suggestions:

- (1) It may be painted on a large sheet of wrapping paper with poster paints.
- (2) It may be drawn on a large sheet of unprinted newspaper and colored with crayons.
- (3) It may be applied to unbleached muslin with crayons.
- (4) It may be applied to unbleached muslin with dyes using crayon as a stop. See Junior Arts and Activities, September 1941, pp. 26-27.
- (5) It may be stenciled on cloth using a spray gun or a toothbrush. See Junior Arts and Activities, June 1941.
- (6) It may be painted with oil paints on canvas or other heavy cloth.



UNITED NATIONS' FLAGS



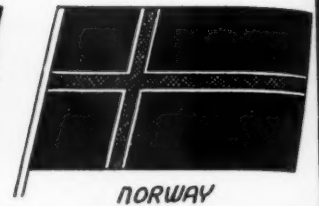
UNITED STATES



MEXICO



U.S.S.R.



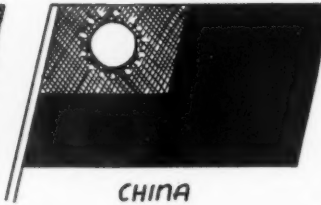
NORWAY



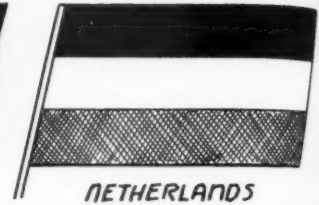
GREAT BRITAIN



GUATEMALA



CHINA



NETHERLANDS



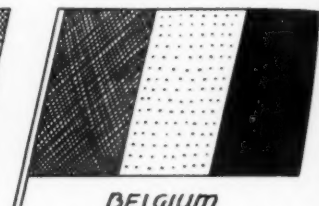
CANADA



COSTA RICA



CUBA



BELGIUM



AUSTRALIA



EL SALVADOR



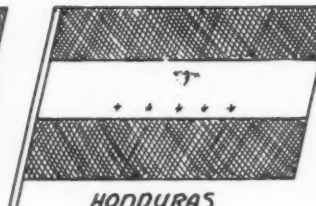
HAITI



POLAND



NEW ZEALAND



HONDURAS



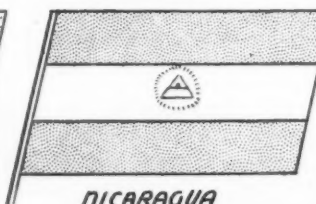
DOMINICAN REP



CZECHOSLOVAKIA



SOUTH AFRICA



NICARAGUA



LUXEMBOURG



YUGOSLAVIA



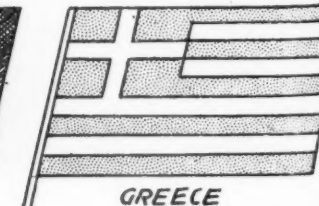
INDIA



PANAMA



PHILIPPINES

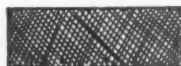


GREECE

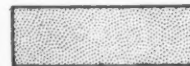
COLOR KEY



RED



NAVY



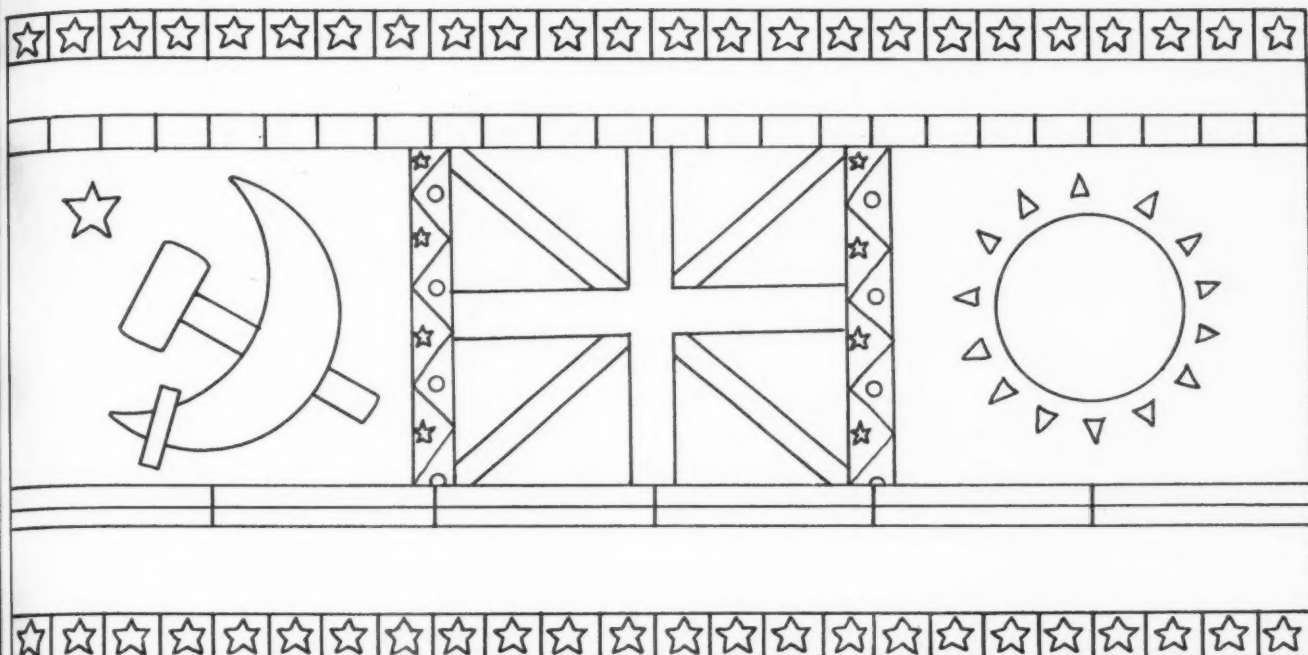
LIGHT BLUE



YELLOW



GREEN



RUSSIA

BRITAIN

CHINA

THE TWO BANDS ABOVE AND BELOW THE MIDDLE SECTION SHOULD BE IN SIX COLORS.

FIG. 10



FIG. 2

GREEK CROSS

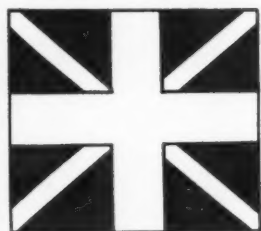


FIG. 5

DOUBLE CROSS

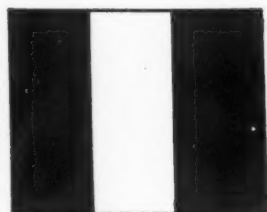


FIG. 7

VERTICAL STRIPES



FIG. 3

5-POINTED STAR



FIG. 4

6-POINTED STAR

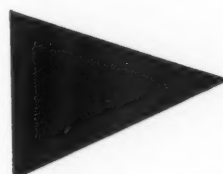


FIG. 6

HORIZONTAL STRIPES



FIG. 8



TRIANGLE INSERTS

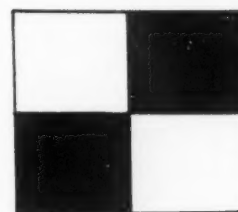
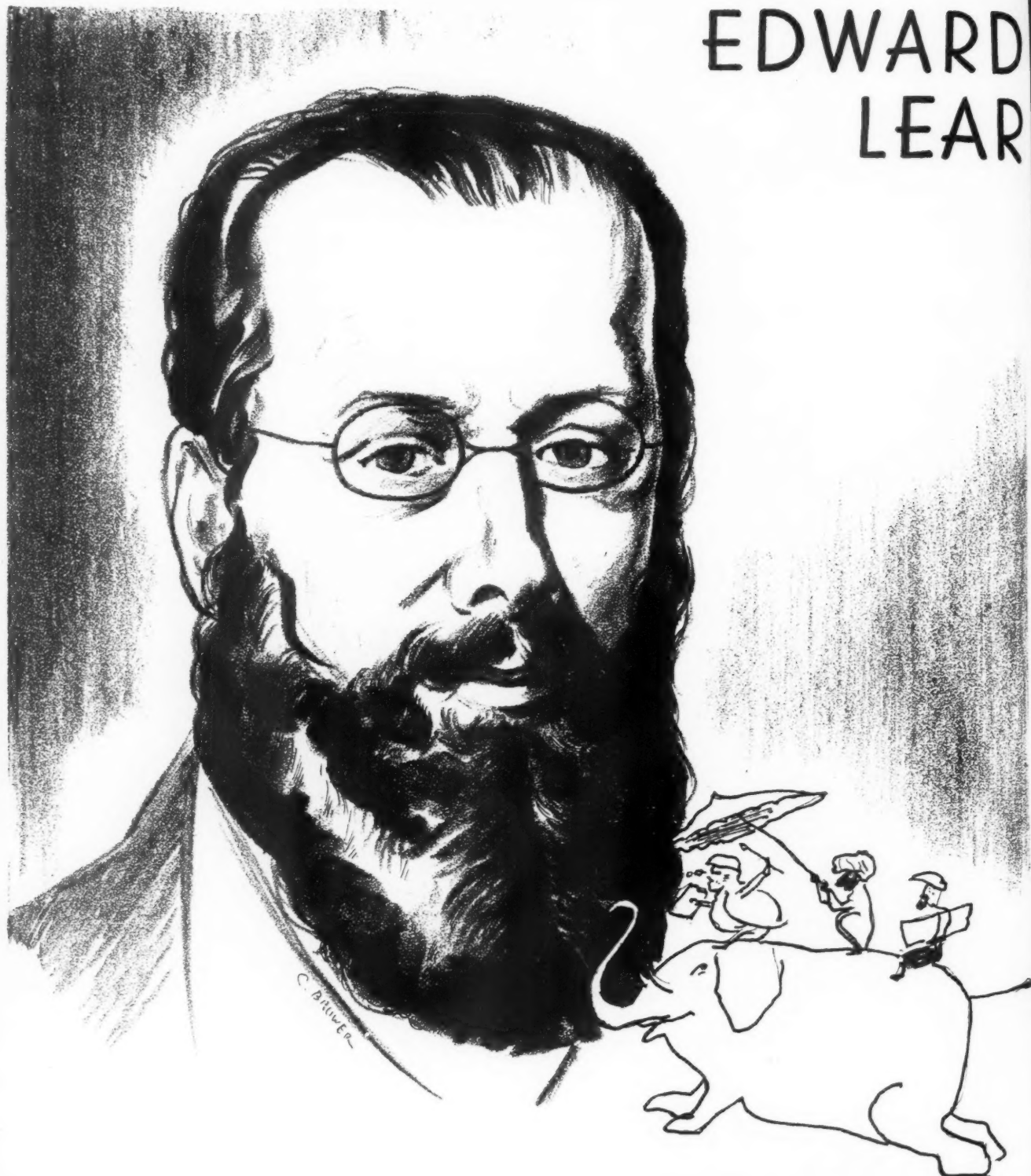


FIG. 9

CHECKER BOARD

EDWARD LEAR



Edward Lear was born May 12, 1812. When he was 3 years old he was taken to see the celebrations at the end of the Napoleonic wars. The Lears lived in England but Edward's ancestors had come to that country from Denmark. While yet a small boy his family suffered financial troubles and he went to live with his oldest sister Ann. There Edward was taught many things by his sister but he never went to school.

Before he was 20 Edward had begun his career as an artist. He made drawings of parrots for the Zoological Society of London and afterwards made similar drawings for the Earl of Derby. While doing the latter work

he wrote his first book of verses for children. It was called *Book of Nonsense* and became very popular. After that Edward Lear made trips to Italy, Greece, Albania, Egypt, and other places painting landscapes and writing books with drawings from his travels. But nothing gained him the fame of his verses for children.

He had a very generous nature and endeared himself to children. His friends were the most important people of his day—including Tennyson.

In addition to *Book of Nonsense*, Edward Lear wrote *Nonsense Songs, Stories, Botany and Alphabets*, *More Nonsense*, and *Laughable Lyrics*.

He died in 1888 at San Remo, Italy.

D
R

LIFE OF EDWARD LEAR



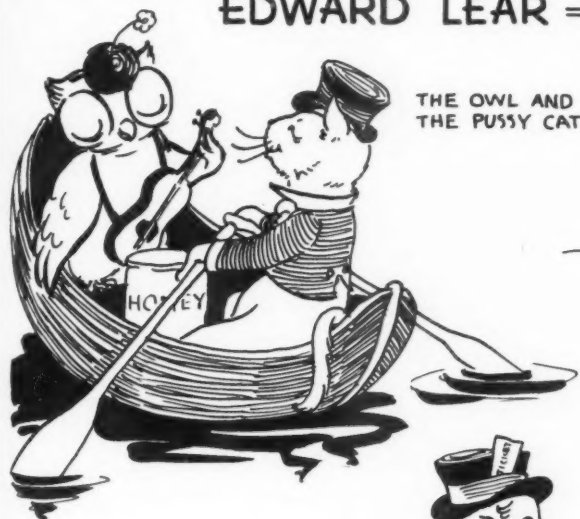
In 1846 after Edward Lear had returned from a visit to Italy, he was asked by Queen Victoria to come to the palace in London and teach her how to draw. Lear gave the queen 12 lessons and both profited from the experience. The queen had seen a volume of drawings made by Lear when he was in Italy and was impressed with his work.

When he taught Queen Victoria, Edward Lear was already known to most children in England for his Nonsense Verses and Other Verses.

During all his life, Edward Lear struggled with ill health. This fact, however, did not make him unpleasant. In fact, he was a man of laughter and fun whom children loved. He loved them, too, as his nonsense verses show.



POEMS BY EDWARD LEAR



THE OWL AND
THE PUSSY CAT



THE DUCK AND
THE KANGAROO

INCIDENTS IN THE LIFE
OF MY UNCLE ARLEY



THE
JUMBLIES



was
ular.
eece,
apes
But
dren.
nself
ople
wrote
More

WILD GEESE

NOVEMBER NATURE NOTEBOOK

Every autumn farmers and city people alike look into the sky to see the flocks of wild birds going south to spend the winter. Among the most beautiful of the birds which migrate (which is what this journey is called) are the wild geese. From October to December, depending upon the weather, they wing their way south from Canada in perfect formation. They look like great squadrons of military airplanes flying on some mission.

Wild geese do not have a very pretty song, but their "honking" is regarded by farmers as a sign that cold weather is approaching even though the day the geese pass be a warm one.

The geese rest during their journey. The place selected is usually a pond but they go ashore to eat. Their food is plants, seeds, corn, and sometimes water animals. Hunters try to get the birds when they are feeding.



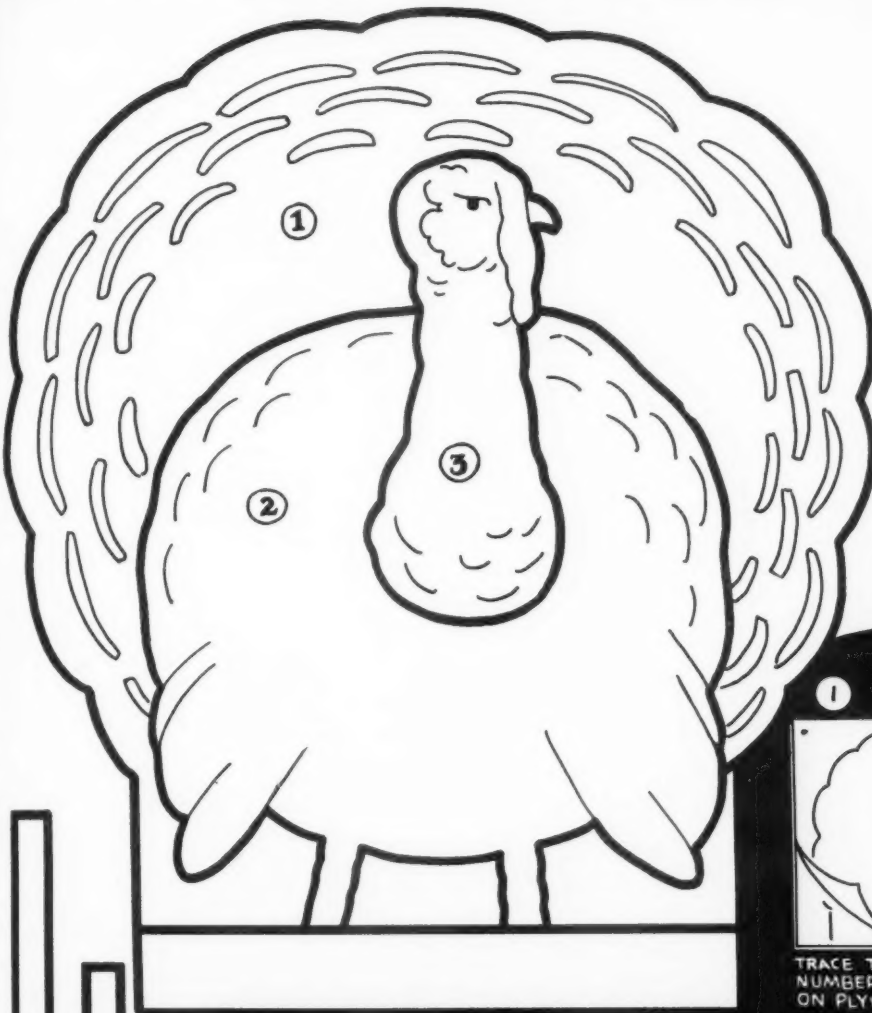
BOOK ENDS

NOVEMBER WOODWORKING PROJECT

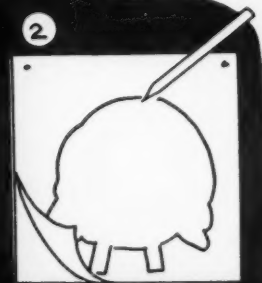
These bookends can be made very easily and they will look very pretty at home or at school. Follow the directions given on this page. Remember that you will need two pieces of everything since you will want two bookends. Be sure that the bases of the bookends are of heavier wood.

After they have been cut out, nail the pieces together as is shown in the picture at the bottom left on this page. Nail them very neatly so that the surface will remain very smooth.

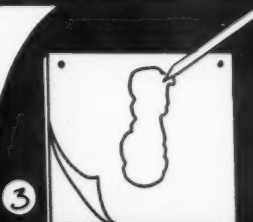
When painting the parts of the turkey, use bright colors. If you do not know exactly how the turkeys look, find a colored picture and use that as a guide.



TRACE THE SHAPE NUMBERED 1 ABOVE ON PLYWOOD.



DRAW NUMBER 2 ON ANOTHER PIECE OF PLYWOOD.

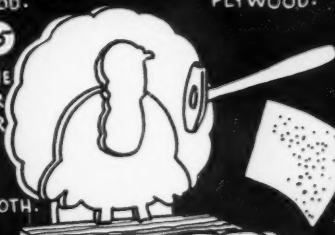


DRAW NUMBER 3 ON A THIRD PIECE OF PLYWOOD.



CUT OUT ALL THREE PIECES WITH A COPING SAW.

NAIL OR GLUE ALL THE PARTS TOGETHER USING A THICKER PIECE OF WOOD FOR THE BASE. SAND PAPER EVERYTHING SMOOTH.



6 PAINT THE FEATHERS, HEAD, AND LEGS WITH TEMPERA.



7 PUT A COAT OF SHELLAC OVER ALL OF IT.



A Primary Play For Book Week

SCENE: A living room.

CHARACTERS: A child in ordinary dress; as many well-known storybook characters as desired. Those included in the speaking parts are: Mother Hubbard, Peter Rabbit, Little Black Sambo, Gingerbread Boy, Goldilocks.

(Patty is asleep. A group of storybook characters tiptoe in and surround her.)

PATTY (awaking): Who is here?

STORYBOOK PEOPLE: We are some friends who have come to visit you, Patty.

PATTY: This is strange. I don't know who you are but I feel that I have seen you before. Who are you?

PETER RABBIT: Can't you remember where you saw us?

MOTHER HUBBARD: I thought every boy and girl knew us.

PATTY: I can't think. Please tell me who you are.

MOTHER HUBBARD: Don't you know about me and my poor hungry dog? When I went to the cupboard to get him a bone, the cupboard was bare.

ALL: Don't you remember, Patty?

LITTLE BLACK SAMBO: Surely you remember me. No bone would satisfy my appetite! I am the boy who ate one hundred and sixty-nine pancakes all at once.

PATTY: What an appetite!

PETER RABBIT: My appetite got me into trouble. When I was in Farmer MacGregor's garden eating some nice, tender vegetables, a terrible thing happened to me. I shall never forget being chased and having to hide in that un-

PATTY'S NEW FRIENDS

by

EDITH F. MILLER

comfortable watering can. That is where I caught this terrible cold. Kerchoo! Kerchoo!

PATTY: How I wish you'd tell me all about that adventure.

GINGERBREAD BOY: (Runs in out of breath.) I ran away from the little old woman, the little old man, and I can run away from you, too. I can, I can—(runs out)

PATTY: Why is he running? He seemed very excited. What is the matter?

MOTHER HUBBARD: You'll find out some day, Patty.

GOLDILOCKS (runs in): Someone is chasing me, too. I didn't mean to do anything wrong. I am sorry I ate little Bear's porridge and broke his chair. Do you think the bears will catch me? What will they do to me? I'm so frightened! (runs out)

PATTY: Who is that girl? What was she talking about?

MOTHER HUBBARD: You'll find out some day, Patty, when you learn to — — —

ALL: (interrupting) Sshh!! Maybe she'll guess.

PATTY: No, I can't guess. Why—(the storybook characters start to go off stage)—where are you going?

MOTHER HUBBARD: I must go back to my dog. He'll be hungry again by this time.

LITTLE BLACK SAMBO: Maybe my father has brought me some more fine clothes. Maybe my mother will make more pancakes for supper. I want to go home to find out.

PETER RABBIT: I guess I'll try to find some vegetables. Maybe I can have another fine vegetable dinner.

PATTY: Oh, dear, won't I ever see you again? Won't I ever find out who you are?

MOTHER HUBBARD: You may see us and find out all about us as often as you like.

PATTY: How? Oh, do tell me!

MOTHER HUBBARD: Just open your storybook and read, Patty, we are your storybook friends.

ALL: Yes, we are your storybook friends. (All leave stage—Patty looks around, rubs her eyes, and goes over to the bookcase to get a book.)

PATTY: Was I dreaming or were the storybook people really here? I never liked reading very much but I would like to find out more about those queer people. Maybe it was a dream, but I'm going to have a good time reading about my new storybook friends.

(She sits in a chair, opens her book, and begins reading.)

Curtain

THE COLD GERMS

(This may be used as a Verse Choir number for a health program. Children should be dressed in old clothes, and have faces dotted with red make-up. A selection of music may be played while the germs sneak upon the stage.)

Now we're the germs that give you colds;

We also specialize in chills. (Chorus)

We like to see folks lie in bed

And swallow lots of ugly pills. (Low voice)

We're found in every kind of place, (Chorus)

Though you will never know we're there; (High voice)

You see, we sneak so silently (Medium voice)

Then snatch you when you're not aware. (Chorus)

We simply hate the sight of soap; (Chorus)

We think that it is extra grand
To find a dirty girl or boy (Medium)
And crawl into his dirty hand. (Chorus)

We hate to have a handkerchief
To catch us when we cause a sneeze; (Medium)

We want to fly about the room
And scatter colds to whom we please. (Chorus)

Just take a look at us right now. (Chorus)

For we are hard to see; (High)
We are the germs that give you colds
And we are catching as can be. (Chorus)

—Helen Kitchell Evans

THE FIVE BRUSH BROTHERS

The five Brush brothers

Are all good friends of mine.

First, there's Sammy Shoebrush
Who likes to make things shine.

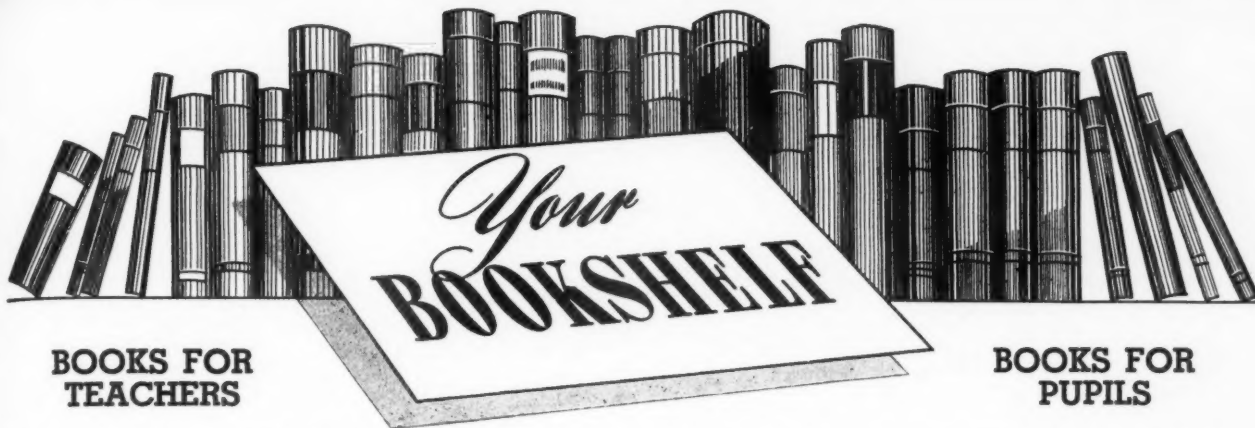
Then, there's Charley Clothesbrush
Who helps to keep me clean.
And next is Harry Hairbrush
Who gives my hair a sheen.

Then, there's Neddy Nailbrush
Who dislikes dirt and grime,
And little Tommy Toothbrush
Who makes my teeth to shine.

Five Brush brothers,

All good friends and true,
They help to keep me clean and well
And they'll do the same for you.

—Laura Alice Boyd



BOOKS FOR TEACHERS

One of the loveliest books for girls who are not yet in the teen age but too old to enjoy the very simple stories is *The Long White Month* by Dean Marshall. The story of how Priscilla (who was in the fifth grade although you would never guess it from her "very little girl" appearance) suddenly left New York and its planned activities for the excitement of living in a log cabin in the woods. How little Priscilla made friends, learned about simple household tasks, found out that one doesn't have to go to school to learn many useful things are woven into a lovely pattern of story.

Teachers will be interested in having their boys and girls (especially) read *The Long White Month* because it is an *action provoking* book. When Priscilla learns about birds, in a most natural way, and begins to make a notebook with her own pictures of birds and descriptions of their habits, every child will want to follow suit. Then there is the matter of building a feeding station, so vividly is it described that young readers will know what constitutes an acceptable feeding station and how to erect one.

The illustrations by Theresa Kalab are completely captivating.

All in all, *The Long White Month* is a book teachers will want to recommend to their classes.

(E. P. Dutton & Co.—252 pp.—\$2.00)

For the beginning reader and for the child who is still in the pre-primer group, no more fascinating picture-story book has come to our attention than *Danny Decoy* by John Held. Mr. Held has a reputation as an excellent cartoonist and this style is recognizable in *Danny Decoy* where it makes the pictures definitely appealing to younger children—and to the adults who read the stories to them.

Danny Decoy is a wooden duck made in the shop of a master craftsman. He is painted black and red and white. His lead anchor is molded in the shape of a heart. The master craftsman al-

lowed a hunter to borrow Danny Decoy to take on a hunting trip. Then Danny's adventures begin. And they don't end when Danny finds himself inside a big channel bass!

The story has a definite appeal for youngsters and we strongly suspect their elders will be just as greatly amused as the children.

(A. S. Barnes & Co.—\$1.00)

The Metropolitan Museum of Art has recently prepared a booklet which can be of definite value to teachers in the intermediate and upper grades. *Ancient Egyptian Animals* is the title. The booklet contains photographic reproductions of various animals known to the Egyptians and used by them in their art. There are frogs, cats, and insects of various kinds which the Egyptians used for jewelry. Also shown are pictures of drawings, statues, and murals in which animals are portrayed.

This helpful source of additional material for units on Egypt has an introduction by Dorothy Phillips in which she goes into more detail about the pictures.

Copies may be obtained at 25c each from the Metropolitan Museum of Art, New York, New York.

One of the most valuable books for kindergarten and first-grade bookshelves is *Anybody at Home* by H. A. Rey. Mr. Rey has made the drawings and written the simple but provocative captions. The book consists of eleven different types of homes—homes of animals, birds, insects, etc. The pages are so drawn and cut that a flap in each home may be turned showing the occupant. Thus children will get a good idea of the various types of homes at the same time they are enjoying the novelty of Mr. Rey's presentation.

(Houghton Mifflin Company—\$1.00)

Albert Whitman and Company are becoming more and more useful to teachers of primary grades, kindergartens, and nursery schools. Many of their books are designed scientifically

BOOKS FOR PUPILS

for the preschool child and withal they lose none of the charm which is the most important quality in books for young children.

One of their latest books, *Pedie and the Twins* by Bernice M. Bryant, is an example of their progressive policy. Written in the vocabulary of a preschool child (according to standards set by the International Kindergarten Union), *Pedie and the Twins* is the story of a little boy who wanted a dog but got twin sisters instead. Oh, he got the dog, too—and thereby hangs the tale. On each page are descriptive drawings by Christine Chisholm. Some of them are in color.

The end papers have pictures of all the things mentioned in the book and beneath each drawing is the name of that thing. This is a great help for beginning readers. An additional good point about the book is the fact that it is printed in manuscript type which is what the children first learn to use.

(Albert Whitman & Co — 32 pp. — \$1.00)

Julius E. Lips, a distinguished refugee from Nazi-dominated Europe and a recently naturalized American citizen, has written a thrilling book for older boys. *Tents in the Wilderness* is the story of Pierre, an Indian boy of modern Labrador. Since Dr. Lips is an eminent authority on anthropology his book has an authentic flavor about it in addition to its interest as a good story.

Tents in the Wilderness tells how the Indians of Labrador live and work, what adventures they have, what their hopes and beliefs are. The incidents are based on actual fact and the principal character is himself a real person. The thrill of hunting, trapping, surviving in the desolate northland is dramatically told.

Older boys are sure to enjoy *Tents in the Wilderness* by Julius E. Lips. The illustrations are by Kurt Wiese.

(Frederick A. Stokes Co. — 297 pp. — \$2.25)

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, JUNIOR ARTS AND ACTIVITIES.

PICTURE FLASH-CARD DRILL FOR UPPER GRADES

by
ISABELLE ANTHONY
Nampa, Idaho

Paste pictures of historical events, characters, buildings, and so on on 9" x 12" tag board or common cardboard. On the opposite side write the most important date or other fact about the picture.

Flash the picture side to the class and let them identify the picture and give all the required information.

Some suggested pictures: Independence Hall, the Capitol Building, pictures of important battles, literary and historical characters, etc.

These pictures may be obtained from magazines (such as the portraits of famous men published each month in JUNIOR ARTS AND ACTIVITIES) or they may be sketched directly on the board. Some may be obtained from dealers who specialize in furnishing pictures for schoolroom use.

FOX AND GEESE— AN ARITHMETIC GAME

by
ETTA MAE GILES
Aqate, Nebraska

This "Fox and Geese" game gives excellent drill in multiplication.

I place a large circle on the blackboard and divide it into 10 sections like a "Fox and Geese" game. In the center I draw a small circle. On the lines radiating from the center of the circle I mark numbers from 1 to 12 but not in order. (Two or three numbers on each line is sufficient.) I also put numbers around the circumference of the circle.

We choose one pupil to be the "goose" and one to be the "fox." In the center of the small circle, we place the number of the multiplication table selected for drill.

The "goose" is to start from "home" or the center of the ring and follow any paths he chooses. He gives the product of each number on the chosen lines using the number in the center as the multiplier. The "fox" follows and if he can give the correct answer before the "goose," the "fox" becomes the "goose" and a new "fox" is chosen. So the game continues.

By varying the numbers on the lines, I use the game for division, addition, and subtraction drill.

OUTSIDE READING

by
LORENA MORTENSEN
Elk Horn, Iowa

To encourage the reading of books in all grades, I made a chart on white paper. I put the names of the pupils along one side with a blank space across the paper following their names.

We then cut small pieces of construction paper. These pieces were about 1" x 1½".

THE Teacher's CORNER

NEWS AND DISCUSSIONS OF INTEREST TO TEACHERS

We folded them once to resemble a book. When the children finished reading a book, they wrote the title on the front of one of the small folded pieces. The author's name was placed on the inside. These folders were pasted in the blank space behind the children's names. If they had made an oral report on the book they read, they were privileged to use a colored folder; if not, they pasted a white one.

The chart was soon colorful and attractive and the children wanted to fill all their spaces.

A SPELLING CONTEST

by
ETHEL JOHNSON

Walla Walla, Washington

Prepare enough slips of paper numbered consecutively so that there will be one for each member of the class. Ask the children to draw one of these slips. After this has been done, the children take their places at the board, the child having the first number at the head of the line. Dictate a word and, when all have written it, give the correct spelling. Those who have spelled the word correctly move above the one or ones before him who have missed. Give another word and proceed as before. At the close of the period, have the children number and keep their same places for the next time the game is played.

This is similar to the old-fashioned spell-down but every child has a chance to write every word and there are more opportunities to "move up." Many more words can be covered in a period. In order to avoid trouble, the child must not change any word or letter after he has written it. This contest holds interest day after day.

DAILY PROGRESS READING CARDS

by
SISTER MARITA THERESE
Scarsdale, New York

At the beginning of each term, after having divided my second grade into three distinct groups (the orioles, the robins, and the bobolinks) according to reading ability, I give each pupil a plain white index card on which is mimeographed the name of the school, the grade, the pupil's name, group, and the teacher's name.

Below this information is a graph record of the pupil's daily progress in reading. The days of the week are placed in a column and lines are then drawn to provide space for the daily mark for a period of six weeks. At the end of that time the completed card is placed in the pupil's term scrapbook and a new card begun.

At the bottom of the card there is typed the following system of grading:

*—Excellent A—Good
B—Fair C—Poor

Each child keeps his card in a library pocket which is pasted in his reader. The

child is rated daily and the results marked on the card. Each evening the pupil takes his card home and at the end of each week, the parent's signature is affixed to the back of the card.

Parents have told me many times how grateful they are for these little cards since they enable them to see at a glance the daily progress their children are making. I have found that the children themselves are delighted with this system of rating and have shown great effort to obtain the much-coveted star. Furthermore it is a splendid check for the teacher herself.

BOOK REPORTS

by
ARLEVA DE LANY
Wambles, South Dakota

One day in a language class we read about a famous man and his private library. The children in the fifth grade asked if there wasn't some way that they could own a library of their favorite books. We decided to make our library of books that we had read.

For each book the child read, I gave him a blank, unruled file card. On one side he wrote a short book report and on the other he printed the title and also drew an illustration representing some part of the story. He then colored the illustration thereby giving an attractive "cover" for his library book.

RAINY DAY BOOKLET

by
IONE BENESH
Monticello, Iowa

There were so many rainy days last spring that the pupils in my room were tiring of their indoor games. They then made a booklet which they call their Rainy Day Booklet. They used 6 sheets of manila paper (9" x 12") folded in half. Each sheet then measured 6" x 9". On each sheet they made a flower of yellow petals cut from folded paper. They used about 8 petals for the flower and pasted one-half of the petal down. They named each flower-page—"My Favorite Study," "My Favorite Pet," "My Favorite Color," "My Greatest Desire," "My Favorite Hobby," etc.

Inside each petal they wrote a subject to correspond with the heading. The booklets were then secured with paper fasteners and each made his own cover design. The children like to gather together and take turns seeing what is under each petal.

QUOTATION FOR THOUGHT

*He who receives a benefit should
never forget it; he who bestows
should never remember it.*

—Charron

• LET'S READ MORE •

by
GRACE E. KING

"Seekest thou for bliss?

Lo! here it is—

In quiet nook,

With well-loved book."

"What a man reads," says Frank Sheed, "is a surer measure of his education than any number of degrees"; for no one thing enters more deeply into the warp and woof of character than the books one reads.

The present abundance not only of books, but of the classifications of books, may be bewildering, and one's reading haphazard without some sort of plan; for out of the quantity, quality must be discerned. Any well-rounded reading program calls for fiction, biography, philosophy, history, and current affairs, at least.

In critical days like these it behooves all of us to know our history. Talk of unity, hemispheric solidarity, permanent peace is confusing without a knowledge of the facts of history, without looking into the "real foundation stones of America—charity, justice, sacrifice, and love. When we build on other things such as trade and communications, we are dealing with things that will perish."

The Problems of Lasting Peace, the new book by Herbert Hoover and Hugh Gibson, is history of the type one reads with avidity today. It bids fair to become one of the most important documents of our times, says one reviewer. Coming, as it does, from men known to have the knowledge, experience, and balanced judgment requisite to their chosen task, it is bound to be widely read.

Obviously, the purpose is to stimulate public opinion now, before it is too late, and to set people thinking and talking intelligently about wars and lasting peace.

The authors have analyzed the dynamic forces that create war and subsequent peace repeatedly; and these forces are grouped into seven classes, namely: ideologies; economic pressures; nationalism; militarism; imperialism; the complexes of fear, hate, and revenge; and, finally, the will to peace. It is made very clear that the will to peace needs fostering and development among the masses of the people, and that the time has arrived for them to do something about it. This analysis of the world situation with reference to war and lasting peace is clear and concise, and most enlightening. This is a book that belongs in the *must list*.

And lest we forget—Besides *Wind-swept* and *My Friend Flicka*, three other recent books have been characterized as showing rediscovery of the home land in which the author is looking for the elemental humanity that keeps the world together. These are *Only One Storm* by Granville Hicks, *Cross Creek* by Marjorie Rawlings, and *Hold Autumn in Your Hand* by George S. Perry.

See Here, Private Hargrove written by Marion Hargrove has occupied a high place in the best seller list for some weeks. In a refreshingly humorous manner the author presents a good picture of a man being made into a soldier, and then the soldier into a man. This is a good book to read aloud.

And Now Tomorrow is Rachel Field's last novel. Had she lived another two months she would have seen this great achievement in print. At the time of her passing away on March fifteenth, the printing press had already begun to roll it out; so the book is exactly as its author wanted it to be.

Rachel Field will be remembered not alone for *All This and Heaven Too* but also for her outstanding contribution to children's literature in 1930 when she was honored with the John Newberry Award for *Hitty*. This book, by the way, is excellent for reading aloud to intermediate and upper grade pupils.

For twenty years the John Newberry Award has been given for the best contribution in the juvenile literature field for each particular year. It is important for teachers of children to know what these books are, whether they are suitable for younger or older children, whether especially recommendable to boys or girls, and what the special appeal of each book is. There is just one way to do this, and that is for the teacher to have read the books herself.

Every teacher will be interested in *A Century of Children's Books*. It was written by Florence V. Barry, and is a study of the history and development of literature for children during the eighteenth century. *The Chap-book* was the first child's book. It was made up of romance, tales of enchantment, and adventures, as the result of a careful study of what brought pleasure to average children. Mr. Steele, its author, had caught the key to success in his sympathetic interest in children and his desire to cater to their tastes.

(To be continued in the next issue)

CHARM STRINGS

by
KATHERINE DISSINGER
Eudora, Kansas

Making charm strings proved to be a fascinating and valuable autumn project for a group of third- and fourth-grade children.

Co-operating in assembling the objects for the strings, one child brought a number of pine cones, another collected yonque pins on a visit to Arkansas. On a nature walk, seed pods of devil's claws, half-opened milkweed pods, cockleburs, and sandburs were gathered. Other articles collected for the strings were dipper gourds, nest egg gourds, wild gourds, and ornamental gourds, ears of Indian pop corn, and Easter beans.

The objects were painted in various bright colors with quick-drying enamel. The colors used were tangerine, green, scarlet, black, red, white, and blue.

Some of the gourds—those with unusual markings or colors—were coated with clear shellac. The pine cones were shellacked. A number of gourds were decorated (after they had been enameled and permitted to dry thoroughly) with a piece of sponge dipped in a contrasting color. Very attractive were those painted scarlet and shaded or striped with green or black.

A string was then assembled by each child, who arranged objects and selected colors that harmonized on an eighteen-inch length of rawhide. Holes were punched or bored through the objects, which were tied to the rawhide with fine wire. A loop for hanging was made in the top of the string.



GIRL SETS BOND PACE

EL PASO, TEXAS.—Marilyn Willis, 14-year-old sophomore in Austin high school here, set the pace for a recent two-day drive to sell \$8,000 worth of War Bonds and Stamps by selling \$1,450 on her own during the first afternoon of the drive.

ASSOCIATION FOR CHILDHOOD EDUCATION

CHICAGO OCTOBER MEETING

by

MARIE G. MERRILL

"It seems to me that the schoolhouses dotted here and there and everywhere, over the great expanse of this nation, will SOME DAY prove to be the roots of that great tree of liberty which shall spread for the sustenance and protection of all mankind." So said President Wilson in 1911.

In 1918 said President Wilson to the State Councils of Defense, "The schoolhouse has been suggested as the apt center for your local councils. Through this great new organization we will express with added emphasis our will to win and the utter righteousness of our purpose . . . It will result in welding the nation together as no nation of great size has ever been welded before."

By organizing local groups many of which met in the schools, the Council of Defense in those days enlisted in the most democratic way the interests and energy of the people of the communities. Before that war such plans and work would have been thought the ideals of a dreamer. It worked, it has continued to work in many places during these twenty-four years and now it will work as never before. The programs developing today will be based, now as then, on the needs of the day.

In 1925 the Committee on Community Relations of the National Education Association reported that the teacher has a professional duty in the field of community relations. That they should take the initiative in the new development of these new relations and give their services was emphasized. This was also the word of Miss Mary Leeper, executive secretary of the National Association for Childhood Education.

In her talk, Miss Leeper told of the work being done by schools and the local people in the care of children—increased preschool care and working out of community programs. We hear more of the preschool needs and these are great. However, the Children's Bureau considers the needs of the school-age child even greater. The problems and work are greatly increased and complicated by the over-night growth

of trailer and other camps around defense plants. Nursery schools and other schools must be staffed.

Many organizations and departments have been set up by private interest and the government to take care of the need of the children. There is now a bill before the senate to unify the effort and purpose of this work. We must salvage all of the energy and interest lest it move rapidly in all directions and get nowhere. Many cities have formed a community program in which many organizations and groups participate. Some of these organizations and cities have issued reports and manuals which will be of real help to others. These will be available to you.

It is part of the work of the teacher and the home to help the child form attitudes regarding this chaotic world where many things are right action at some times and wrong at others. The child has work to do today. You recall that it has been said that "through the children of America we will win this war." We must help the children to see where and how they can serve. From an A.C.E. Bulletin: "Never was there a time of greater opportunity for teachers."

Miss Leeper deplored the use of the words "air raid" in the titles of suggested programs of activities indoors. These should and could be for "home and community."

Going back into the history of the war of 1918 again, Madame Pellequer, schoolmistress of the village of Quesmy, was awarded the Croix de Guerre because she performed the duties of the secretary of the district councils and taught the children of two villages at the same time.

What do you, a teacher, think schools can and should do in these trying times? Have you plans for working with the community? Are you already doing this job? Send us your reports and ideas. They will help others. And others may help you.

We must not fail this young generation and future generations. We are the yesterday of tomorrow.

EVENTS IN NOVEMBER

American Education Week—November 8 to November 14—Theme: Education for Free Men.

Thanksgiving Day—November 26.

Book Week—November 15 to November 21.

Junior Red Cross Roll Call—November 1 to November 15.

GREAT BRITAIN

(Continued from page 7)

Although the British Isles are on the same latitude as Labrador, they enjoy a very mild climate. In part this is due to the surrounding ocean but more than that, the Gulf Stream warms the air and keeps the cold northern winds from blasting the islands. The winters are, therefore, not too cold; and the summers are cool. There is much rain and fog. There is seldom snow in England and Ireland, but in the mountainous parts of Scotland it is not an unusual occurrence.

There are many bays and rivers running into the seas. Therefore there are many good harbors. This encourages shipping and fishing. Building ships is also important. No part of England is very far from the sea.

The people who make up the British Isles are different in manner of speech and in custom. The Scots have a distinctive way of speaking English as have the Irish, the Welsh, and people living in the various shires (counties) of England. Many of their customs are different, too. Each section has its own particular folk songs and dances; each celebrates special holidays; and so on.

The British Isles are well supplied with two important items for modern industry—coal and iron. There are few things of which the islands produce enough to export, but coal is one of them. Another thing found in England is clay for use in pottery making. English pottery is famous the world over.

But the fact that there aren't sufficient raw materials for manufacturing in the islands themselves has not prevented England, Scotland particularly, from becoming great manufacturing centers. They import great quantities of cotton for their textile mills located in Manchester. For centuries England and Scotland produced quantities of wool and these are now augmented by shipments of raw wool from Australia and the other dominions so that the manufacture of woolen cloth is also important.

Shipbuilding is done in Scotland as well as in England. Glasgow is a large center for this activity.

Coal mining is important in Wales.

The Romans found much tin in the mines of Cornwall, but these are now little used.

Shipbuilding is done in Belfast, chief city of Northern Ireland.

The first settlers of Britain were the Celts. That is, they are the first after the original inhabitants of the Stone

(Continued on page 46)

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Book 2—for grades 5 to 8
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6. **THE ROLL CALL SHEET**—It is red, white, and blue. Has space for the names of all the pupils in your class and space to check off the pennies as they are received.
7. **PARENTS' LETTER**—If you desire, we shall furnish a letter for each pupil to take home to his parents. This letter explains the work you are doing for the children and how **ACTIVITIES ON PARADE** will help them.
8. **REMEMBER**—When using the club plan, the books do not cost you anything. All we ask is that you help share the small cost of packing and shipping.

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Last month, many boys and girls were thrilled with their copies of **ACTIVITIES ON PARADE**. Its many full-page, illustrated projects—its stories—its interesting facts—its puzzles—all helped make "learning fun."

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SCHOOL CHILDREN AID IN AIR RAID PREPARATION

NEW ORLEANS, LA. — Third grade students of the Audubon school here recently organized their ranks for the purchase, distribution, and sale of buckets of sand, to be used by New Orleans citizens as incendiary bomb protection. The principal of the school makes all arrangements for supplying the sand, charging the third graders five cents a bucket. The boys in the class do most of the labor involved in distributing the sand through wagons, and the girls handle most of the sales appeals as they move from door to door.

All profits from the sale of the sand are being invested in War Stamps.

GREAT BRITAIN (Continued from page 44)

Age. The Celts came from the continent of Europe. In the first century B.C. the Romans came to the shores of England. They built the famous Roman roads and the Roman wall to keep the dwellers of Scotland (who were still in a kind of tribal state) from coming and destroying the civilization which was being built. The people in Roman Britain lived much as the people did in Rome.

After the fall of the Roman empire, Angles and Saxons came from Europe. Then the Danes came and destroyed the unity which had been achieved. However, of that Danish invasion, we still keep the Beowulf as the great English epic—the Beowulf which tells about the powers and prowess of the Danes. One Danish king, Canute, established a good government.

In 1066 William of Normandy conquered England. Since then, no foreign invader has been successful. William introduced many French words into the English language. He also began the feudal system. But even in these days the groundwork for the people's liberty was being laid.

The most important step in the progress of that liberty was the signing of the Magna Carta by King John. It gave the people and the nobles certain liberties and privileges. Shortly after this the first parliament was held. At first the nobles had all the power but now the commons have most of the authority. Gradually, the king gave up some of his rights and the parliament gained more.

Now Great Britain is really ruled by the prime minister who is the head of the party having most seats in the House of Commons. The House of Commons corresponds to our House of Representatives. The members are chosen by vote of the people. The House of Lords is not elected, its members inherit their seats.

Education is taken very seriously in all sections of the British Isles and everyone is informed about public affairs. The universities and colleges are ancient in origin and revered by everyone. Oxford and Cambridge are the two most important. Preparatory schools (called public schools) are similar to our private schools; most noted of these are Eton, Rugby, and Harrow. There are many technical schools, especially medical schools in England and in Scotland.

THANKSGIVING PROJECT SHEETS FOR THE CHILDREN

To supply teachers with work material for Thanksgiving, we offer the following subjects. They are all clearly printed in black on white paper. They are priced low to enable teachers to buy for their entire class. However, we have only a small stock of some of the subjects.

1. **PILGRIMS —**
may be used for book cover or poster
— to cut out and color.
2. **SAMPLER —**
pattern for cross-stitched sewing to make an old-fashioned sampler.
3. **TURKEY CART —**
Decorations for cutting and pasting.
4. **PILGRIM CUTOUTS —**
Two Pilgrim figures to cut out, for posters, etc.
5. **MILES STANDISH —**
Portrait, to be used for scrapbook or for hanging on the wall.
6. **TURKEY —**
Illustration of the turkey for a scrapbook.
7. **CUTOUTS —**
A page of pieces to cut out and color— for table decorations.
8. **GENERAL —**
½-page projects of various Thanksgiving subjects—SPECIAL 2 sheets for 1c.

Subjects 1 to 7 are full-page projects, 9" x 12". Printed on one side of the paper. Suitable for cutting and coloring. Price 1c per sheet — no order accepted for less than 10c.

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GIFTS FOR AMERICA

(Continued from page 27)

of the Toys" by Victor Herbert.

China: "Kites Are Flying," *Music Highways and Byways*, Silver, Burdett and Company.

Holland: "Dutch Dance" written to the music of "Where, Oh Where Has My Little Dog Gone"; directions for the dance are found in *Rhythmic Plays for Elementary and High Schools*, University of Nebraska, Lincoln; or "Dancing in Holland," *The Music Hour*, Book 3.

Brazil: "Buy My Tortillas," *Music Highways and Byways* or "Carmela," *Music of Many Lands and People*.

Sweden: "Buxom Lassies," *Music Highways and Byways* or "Over the Heather," *Music Hour*, Book 3.

Czecho-Slovakia: "Carol of the Shepherds," *The Music Hour*, Book 5 (also in *Music of Many Lands and People*) or "Dance Around Me," *The Music Hour*, Book 3, or "Ah, Lovely Meadows," *Music Highways and Byways*.

Conclusion: "Deck the Halls."

RECORDS TO SUBSTITUTE

Introduction: any Christmas music.

England: "The First Nowell," V. 35788; and "The Holly and the Ivy," V. 4292.

Russia: "Dance of the Sugar Plum Fairy," V. 8662; and "Waltz of the Flowers," V. 8664.

Switzerland: "My Mountain Home," V. 25451; and "Yodels," V. 6105.

France: "March of the Little Lead Soldiers," V. 19730; "March of the Tin Soldiers," V. 20399; and "March of the Toys," V. 9148.

China: "Dance Chinoise," from *The Nutcracker Suite*, V. 8663.

Holland: "Dutch Couples," V. 22761.

Latin-America: "Buy My Tortillas," V. 25385.

Sweden: "Buxom Lassies," V. 25382; and "Gustaf's Skål," V. 20988.

Czecho-Slovakia: "Ah, Lovely Meadows," V. 25383; and any of the Slavonic Dances by Dvorak.

Conclusion: any Christmas song, stressing cheer rather than the spiritual factors.

CONTEST ANNOUNCEMENT

The Latham Foundation for the Promotion of Humane Education announces a Victory Poster Contest. Prizes in scholarships and War Bonds and Stamps are being offered. Subjects for posters are not confined to kindness to animals. Full information may be obtained from Mr. John T. Lemos, Art Director of the Latham Foundation, Box 1322, Stanford University, California.

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THE LIBRARY

(Continued from page 16)

library and not libraries in general which is most important.

CORRELATIONS

Correlations in language and social studies are the most important in this unit. However, many libraries have music and art rooms which may be correlated with the rest of the unit.

ACTIVITIES

Making records of books read is a good activity. We have designed a project along these lines.

If the class has no library, one might be constructed during this unit.

Making books for the class library is fascinating especially in the first and second grades where purchasing of picture books is difficult. The children may collect pictures of subjects which interest them and paste them into scrapbooks to be used by the entire class.

OUTCOMES

An increased desire to read should result from a study of the library. In addition, the children will have a working knowledge of the library which will enable them to fulfill their desire for reading.

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